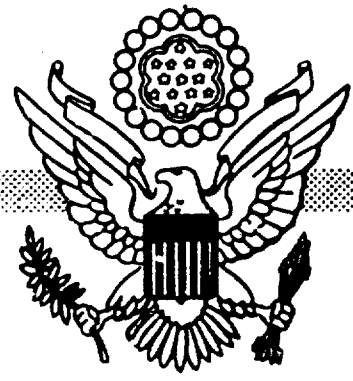


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SIXTH MILITARY LIBRARIANS' WORKSHOP

26, 27 and 28 SEPTEMBER 1962



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Proceedings
of the
VIth Military Librarians' Workshop
26-28 September 1962
White Sands Missile Range, N.M.

I. INTRODUCTION:

In editing the proceedings of any group meeting, the editor usually tries first to choose, from among possible alternatives of presentation, that which gives a literal and true picture of the discussion. And secondly, he wishes also to achieve consistency of style and format. Like Martin Luther's drunken peasant, who insisted on falling off his horse, now from the left side and now from the right, it is difficult to achieve both the former and the latter objectives with the same degree of effectiveness.

In this proceedings the editor, with the aid of a little tequila, has chosen to fall off that side of policy which gives the literal picture. Yet even this he cannot achieve consistently, because the available logistics did not permit the recording of all 5 panels in the same degree of detail. Hence, the reader is cautioned to not assume that panels 1 and 2, by the length of their parts in the proceedings, were models of prolixity, while panels 3, 4, and 5 were models of comparative taciturnity. There was no lack of talk in any of the panels. Librarians, at least those present on this occasion, were not linguistically inhibited to any noticeable degree.

Beyond this explanation the editor would like it known and clear that anything which was said or done and left unreported is his lapsus calami alone. Lapsi linguae and memoriae also are not excluded.

The sequence format of the proceedings is as follows:

- I. Introduction
- II. The Program Plan
- III. The Panel Discussions
- IV. The Panel Leaders' Discussion with Program Chairman
- V. The Final Session of the Whole Workshop
- VI. Conclusions
- VII. Recommendations
- VIII. Letter of Transmittal to U.S. Civil Service Commission.

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II. THE PROGRAM PLAN:

A Program Committee, which consisted of:

Miss Marian Bonniwell, Chief, Technical Information Branch,
Bureau of Ships, U.S. Navy.
Mr. Paul Burnette, Director, The Army Library.
Mr. Harry F. Cook, Library Services, Directorate of Military
Personnel Headquarters, U.S. Air Force.
Mrs. Catherine Q. Hetrick, Librarian, Office of Scientific
Research, U. S. Air Force.
Mr. O. Willard Holloway, Librarian, Defense Supply Agency.
Mr. Logan O. Cowgill, Chief Librarian, Corps of Engineers,
U. S. Army; Chairman.

selected the program topic: personnel practices and procedures as they affect military library management. This topic was selected as being one of immediate interest across the board of library size or type to any military librarian, whether he be in a large or small organization, or in a general school, or technical library. Obviously with such a topic, there would be no lack of experience, personal or otherwise, as a basis for discussion. The major problem was expected to be one of relating given experiences and the discussions to relevant points and to draw practicable conclusions which could be turned into recommendations that would command attention in personnel quarters.

Thus to enhance the reality of the discussions, it was decided to directly relate discussion to the personnel "facts of life" which are controlling; that is, to the Qualification and Classification Standards of the Civil Service Commission and the procedural manuals of the Military Services. Furthermore, to avoid hearing in discussions only the echo of our own thoughts as librarians, the Committee proposed the presence of personnel specialists, so that our ideas might be tempered by a degree of operating reality.

The Committee then implemented these basic decisions with a program schedule which would include:

- a. Six successive sessions, composed of four panels with ten members each, plus the leader, to meet concurrently. (Later enlarged to five)
- b. A panel leaders session to meet at the conclusion of the individual panel sessions.
- c. A final session of all Workshop participants.

In addition, the Committee drew up a list of instructions for the guidance of the participants. These were:

- a. Program Schedule: The schedule has been timed to allow the panels some leeway in their coverage of the subjects to be discussed; however all panels should attempt to cover as many aspects of the Standards as possible.
- b. Suggested Topics: The furnished list should be suggestive only. Participants should be able to supply others.
- c. Case Problem Illustrations: The helpfulness of having real life cases as the basis for discussion need not be emphasized.
- d. Personnel Regulations: The furnished sets of Civil Service qualification and position classification standards in the GS-1410 and 1411 series as well as the appropriate sections of the Service personnel manuals, are the basic "facts of life" to which the discussions should be continually related.

At its final meeting, the Committee selected the panel leaders (from the Washington area to simplify communications) and prepared a list of panel assignments which was made up from the total number of acceptees shuffled, and reshuffled arbitrarily to secure for each panel a reasonable mix of representatives of all three Military Services and of all types of libraries.

III. THE PANEL DISCUSSIONS:

Panel 1

Mrs. Catherine Q. Hetrick, Leader
U.S. Air Force, Office Scientific
Research, Washington, D.C.

Panel Members:

Mr. Arthur L. Carrol, U.S. Army Engineer School, Fort Belvoir,
Virginia
Mr. Michael A. Costello, U.S. Army, Picatinny Arsenal, Dover,
New Jersey
Mr. George R. Lockett, U.S. Naval Postgraduate School, Monterey,
California
Mr. Robert L. Martin, U.S. Army Research and Engineering Center,
Natick, Massachusetts
Mr. Paul Klinefelter, Defense Documentation Center, Arlington,
Virginia
Mr. Richard Mountain, U.S. Naval Missile Center, Point Mugu,
California
Mrs. Margaret P. Papesch, U.S. Air Force, Office of Aerospace
Research, European Office, Brussels,
Belgium
Mr. George J. Stansfield, National War College, Washington, D.C.
Miss Eunice V. Salisbury, U.S. Army Cold Regions Research and
Engineering Laboratory, Hanover, New
Hampshire

Thursday, Sept 27, 1962
White Sands Missile Range

Hetrick: Classification factors are tools or systems of analysis to be used as means of identifying for discussion points which are important in setting up the qualification standards required. There are a number of possible ways of defining for the purpose of analysis. Not all standards use the same breakdown of positions or factors. However, the following set of eight basic points represents a complete set of classification factors:

1. Nature and variety of work.
2. Needs of position.
3. Nature of guidelines.
4. Originality required.
5. Nature and scope of recommendations.
6. Nature and extent of supervision.
7. Exercise of supervision.
8. Qualifications required.

Stansfield: Our big problem is not so much with the position itself or with standards but with interpretation. For some time we have had to deal with persons who admittedly knew nothing of librarianship. This has been met with intelligent persons who knew not much but are willing to learn. Our problem is centered with matching PEs with standards.

Hatrack: I think one question: How do we present ourselves? Is it our fault? Why is it personnel people don't know about us?

Luckett: I don't think we are unique. I think personnel doesn't take advantage of available help. It would help having classifiers call in as advisors persons in similar libraries.

Costello: George, would you be in position to give this advice yourself? In our experience, the classifier will talk to me and we will go down each and every job and very often indicate any changes that I may have generated since the last audit. I am the one who is educating the classifier.

Luckett: How often are you having a meeting of the minds?

Costello: I must say that the recent trend has been very much in our favor. Very often the classifier talks to each individual and sits down and audits each position.

Carrol: I don't think we can blame the classifier too much. I think we can blame ourselves rather than the classifier. A classifier in our work is faced with classifying jobs. A librarian is a unique animal so the question of educating the classifier, on our part, depends on the job of selling we can do. It is relative. There are good librarians and good and bad classifiers. This shouldn't be but it has been our experience. We try to time our surveys with the grade of the classifier that is coming.

Costello: How do you know this?

Carrol: It is not easy. The first thing I do is ask the classifier--the first requirement is a classifier who is not in a hurry. The first thing is to have a classifier come without a time limit. You spend the first day taking him around educating him. This was our experience last time and we had a good survey. He didn't know there was so much to it.

Costello: Generally speaking, we know in advance when we are going to have a general audit or a special audit. I think what will always help is to do the leg-work yourself. Have an organization chart and indicate what are the right job descriptions with not only standards but other material--do a little research. The ALA publications--one on position qualifications and another on beneficial and non-beneficial classification of jobs--will give you a pattern or format.

Hetrick: If you can give them, subtly perhaps, what they consider information, they are very apt to take it. They are more than happy to grasp at what you offer them.

Costello: I think the classifiers know the expert is the one running the organization and is willing to accept that information.

Samuels: I have been wondering whether the standards are adequate. Presumably you know in your own mind that the job which is now classified as a 9 is an 11 job. What were the factors which led you into this position?

Costello: I would like to see the librarians go along somewhat with the way the technical editors did their standards. About a year ago, they established a new series for editors. They have a general series and they have a technical series which covers people such as us. We must have people with some experience or education--education or experience background. It is my opinion if we establish a technical series recognizing the need we have for people with experience which we cannot get unless we get them up on the grade level. We write a series slanted for technical librarians and recognition of the need for some people with technical backgrounds for technical libraries and you can get 11s.

Hetrick: Recommendations came out that technical librarians are entirely a different breed of cat from the general run of librarians. Rather than the usual material found in general libraries, we have some of the extremely complicated technical and complex material.

Samuels: One of the criteria we have set is transferability of people from one job to another. Would it be possible for a technical librarian to transfer into a general purpose library without additional training?

Mountain: Not vice versa--last year I hired a temporary for the summer, and according to standards, there is a requirement for one year's experience in any one of the technical libraries. She was a school librarian in Torrance, where she was making an equivalent of GS-11, yet I could only hire her as a GS-7. She could not qualify on paper or in doing the work. If you get a GS-7 just out of library school, it takes a year to train them for they have never even seen a report. It depends a great deal on the mind and experience of the subject. If you are in research, you are fortunate if you can get a person with a chemical background.

Samuels: Could a person qualify in an engineering library and transfer to a chemical library?

Costello: They could do this.

Samuels: Without a loss of grade?

Costello: Yes, probably in a legal library.

Mountain: Another factor--all the 57s that come off the register are graded by librarians. We have two navy librarians who rate these people. The Civil Service people at San Francisco have power to change the rating.

Samuels: Does everybody agree that the librarians are interchangeable?

Costello: In the technical writings and editing, the primary basic requirement is literary skill and a good knowledge of those skills. Anybody that is an engineer does not belong in writing and editing series.

Samuels: Are you not in danger of getting a failing chemist or engineer?

Costello: Yes, you are. All three men I had who were chemists were librarians but knew little about librarians' work. They want to be known as specialists.

Mountain: I don't agree with what is said here. Do you feel it is possible to step--that I could step--from a public library to specialized or technical? I am particularly speaking about administration. After all, I am an administrator. I have subject specialists who take care of the technical aspects. I don't quite agree that there is a blanket distinction to make. I don't think you can draw a line and say "no."

Martin: I had to index and catalog 50,000 reports, and I knew nothing at all about engineering backgrounds, but I was told I could spend one year's work with shops and engineers, and I did. I worked with them for one year before I did any cataloging.

Samuels: Had you gone into a general purpose library, could it have been different?

Martin: I had no idea that I was going into a special library.

Hetrick: I think some of this should be tied in with a degree and with a specialty field. Some libraries are very general and others are extremely specialized. Like Mountain's--in some of these places people have a special language. There is a great difference between a general and a specialized library.

Samuels: I think I am going eventually to decide, maybe just automatically, whether the basic requirement is library science or training in the subject matter. Which is the fundamental one?

Hetrick: A doctor may be a specialist but first he learns medicine in general.

Costello: First must be library science.

Salisbury: They were inclined to emphasize librarian training and you were to absorb knowledge of your speciality on the job. Asham published something on this about ten years ago--University of Chicago.

Klinefelter: Essentially, we have always tried to get technical training and build on that. This has been very successful except that you never find them together or that kind of people. We used people with experience in libraries to start with or vice versa. We tried to get a science background and train for librarian. The kinds of service we furnish are much more highly specialized. We promote them enough to keep them. Put some technical qualifications into the standards but still rank the level high enough to keep the people. We tried new classifications and that didn't work. To get technical specialists we need, we are now going into the 1300 series. But the scientists and scientist administrators didn't grow fast enough and large enough to take care of the problem. They will never be large enough to allow them to.

Samuels: How large can it get?

Klinefelter: We used the librarian series for a long time and found we couldn't get people into libraries without librarian experience in higher grades. You start at a 5 or 7 level with people who may be at a much higher level in a laboratory.

Samuels: If the standard is wrong, then the qualification standard should be changed on the librarian. We could point to it and say what you wish.

Klinefelter: In my way of thinking, much of the technical experience or background you need you cannot get in a 5 or 7 level even though in the librarian series they do not have librarianship requirements.

Mountain: We are special librarians in a sense that we fit special needs of the organization we serve. We decided that the information should not be put on tape. We have the type of users who want to know right now all the information they can get. We decided on an automation system that would print out a source catalog or subject catalog and we use a computer for sorting and printing device. The computer will put out only what you give it. I hired as a cataloger a lady who was a GS-11. She had a lot of experience with automation programming. I wrote for an 11 and it came back as a 9. She appealed it for she had a chemist background. Since I cannot get her an 11, I feel that I can't expect to keep her.

Samuels: Why can't you get her an 11?

Mountain: We are dealing with a difficult job of cataloging. The classifier thinks of the report as a catalog. We have only research and development reports. When a cataloger sits down to catalog a report, she doesn't have the tools you have because she has no subject authority list.

Samuels: When you say this to your classifier, what does he say?

Mountain: I explained it to him but he says it is just the same as cataloging. I think I convinced him.

Samuels: I am making a technical suggestion. You make the hair on the back of their neck rise up when you say you are going to lose her. But I would like to ask another question. I have tried to get what are the essential differences between 9 librarians and 11 librarians? What are the factors when you look at a librarian's job, that make you know that this job is a 9 and that an 11? How do you know it?

Mountain: It is a level of difficulty. It is the adding of functions. We felt that particularly with automation-subject analysis couldn't exist in a vacuum. We have the same people now doing indexing who do referencing and who answer the telephone in any particular technical area. They are librarians in the 7 sense. They do specific direct referencing as subject specialist. The 11 should be journeyman level. It is recognized in engineering.

Costello: I think the consensus is, if I recall correctly, that the journeyman is not lower than 9.

Klinefelter: If you start with technical education as a requirement, 5 is too low. Actually most professionals know very well that it begins with a PhD. at 11.

Mountain: (Reads qualifications for GS 5 from Standards)

Klinefelter: I think one of the things we have missed--we are talking about professional librarians who have not been exposed to education in the sciences. The differentiation goes all the way back to undergraduate level.

Costello: I think you need a general educational background.

Klinefelter: It is very small percentage of the librarians hired that have a scientific or technical background.

Costello: How many people do you have that have a good scientific or technical background who will face up to a librarian school?

Klinefelter: I don't expect a science or engineering background degree. Math and physics are the whole background of an electrician and we can get any of those.

Hetrick: I am also a history major. I probably picked up as much mathematics in my work.

Costello: At what level did you go into this work?

Hetrick: Very low.

Costello: How can you get people of this kind to do cataloging?

Mountain: A major or a minor would be helpful?

Samuels: I hope you can all explore this and come to some agreement on the problem. Almost always occupations are surrounded by grey areas. The most troublesome is at low levels. My assignment will not only cover the librarian series but also the library assistant.

Klinefelter: I think that this has been the most long-standing of problems. We have recently gotten approved by CSC a plan where a person has taken a corollary position and they can get into 1411 by experience or schooling or a combination of both with a training program.

Samuels: Would it be feasible for me to write a library technician series beginning at 4 or 5 and going at least as high as a 9--a person skilled in cataloging but not familiar with other duties so that you could develop a cataloger into a librarian?

Mountain: We have a girl in the documents branch, and I would put her up against any library school graduate. The technician, however would never go into a librarian.

Samuels: Why not?

Mountain: This is a possibility. It means changes in the educational requirement for librarian and I might say, doing this is going to dilute the professional nature of the job. This would be one of the results.

Klinefelter: I am opposed to that. Our problem is that (1) The inability to hire easily a library assistant. (2) The inability to transfer the assistant to another library series.

Samuels: Define the distinction between this technician--when does he stop being a technician and start being a librarian?

Klinefelter: One is aptitude. They have to pass the JADE or FSEE. Another is standards. They have to have four years college or three years experience.

Samuels: What are the distinctions between assignments?

Klinefelter: For instance, the biology technician series. They used technicians on manual techniques. A good laboratory technician you grow. I can't get him above a 6. I can't make a biologist out of him. He doesn't have the theory. What I do is to provide room for him to go on up to the top as a technician. But he will never be a biologist. Technicians grow and become highly valuable. A supervisor starts pressuring to get the technician classified as a professional so as to give him more money, etc. He makes an individual a professional Grade 11. The individual is not a professional and has created a future personnel problem for the individual. The individual has to compete in a RIF beyond his depth. The person who goes on and gains the education does become a professional.

Martin: You can use this as a needle to encourage good people to go on and qualify themselves as professionals.

Mountain: One whom I have is good and dependable. We made her a GS-11 librarian but she is no librarian. She has certain limitations. She is not a professional.

Klinefelter: I am afraid it is a paper difference. I see your point. As a specialist, he can go anywhere.

Samuels: I am suggesting a new series with a new ceiling.

Costello: Do you propose to fix it so that the technicians can transfer at the same level in the professional series?

Samuels: The librarian series functions, it seems to me, do all this in one field. I am not sure exactly what a librarian is. I am going to have to find out from someone. I don't know how long I will be here nor how long this meeting will last. You can reach me by mail or by phone-- Area Code No. 120, Extension 5002. Write me at the Main Civil Service Building, Washington 25, D.C. I will be happy to hear anything anyone has to say. Once I have done what I do, which may take another six months, it will be distributed liberally to personnel and down to operating people. You will be helpful in being as critical as you can. Every comment we get has to be answered. We have to either adopt it or make a note why it was not adopted.

Hetrick: There seems to be a feeling that there is a difference between a special and a general library. And under special, there is a difference between technical and non-technical. Mrs. Samuels says she is still not quite sure what a librarian is. Is this something we can do?

Mountain: Ask for a copy of the standards on special librarianship.

Klinefelter: I am sure I could answer your question as to any differences in a special librarian as far as the degree of technical or special services. I believe that special librarians vary so much. From Mr. Mountain's library that covers a very limited amount, we specialize in a particular subject area.

Hetrick: We have thrown around technical and special librarian. Do we mean the same thing? We have to differentiate between specialized and technical.

Stansfield: I wouldn't probably want technical librarians to have to do descriptive cataloging. You need to have two sets of ways to hire them.

Hetrick: When you are talking about librarians, are special and technical the same? Do you have the concept of technical in the sense of biology, etc?

Standfield: The content of my library is a mixture of general and special subject areas--scientific.

Costello: Our requirements call for a general background of the social sciences and humanities. My problem is that the grade level for this group is identical with the general group.

Lockett: The subject matter specialists under the standards should be considered at a level higher than the general. One problem is finding people who are qualified without experience as against librarians. We have difficulty with both sides in graduate librarians or graduate specialists but no library experience.

Carrol: Couldn't you have recruited better people with higher levels?

Lockett: I can't say in this case. If the grade structure is low and they pay badly, this problem is not recognized in the library field.

Stansfield: One problem is that you can't hire an engineer for the librarian job since he can make more as an engineer. We are looking for people with backgrounds of this nature.

Mountain: I had the opportunity to hire a woman with 15 years experience but she was making \$8,000 a year in private industry. We could offer only a grade 9 level. You do meet those who meet the technical GS-9 requirements but who are completely incapable of doing the work. Industry will hire an engineer or scientist to be the information specialist and not a librarian. This is another problem in classification.

Salisbury: That goes back to something said earlier, letting people know you and what we are. It happens everywhere because branch heads don't realize the importance of our job.

Hetrick: What is a librarian? Men come in for example in our little library and they are far better and wiser in their subject speciality. What is it that we do? We have bibliography tools and use them in the collection of information.

Carrol: A library technician GS-4 or 5 without much education can have a professional attitude and can go up. Some people have neither education nor aptitude to do the job.

Hetrick: A definition brought up at lunch is that a special librarian is one whose mission is determined by the parent agency by which he is employed. It was also said that a special library had a selfish interest in that it was not educational.

Carrol: Can't we look it up?

Salisbury: The Special Librarian Association gives a definition. (Definition read.)

Lockett: Isn't there a problem of unique aspect with the parent agency?

Hetrick: We would be in danger of boxing ourselves in if we get too specific about our problems. Can we afford to get this specific? Because as military librarians we are only tied together because we work for a common boss.

Lockett: Each one of us has a particular or special clientele for depth in a particular field and this calls for more depth of field and service in a special field.

Hetrick: Sometimes the small library requires more depth of knowledge on the part of the librarian.

Costello: Which are the general libraries of the military?

Mountain: The Navy has recreational libraries.

Lockett: I have gotten the impression that they do. We have more than a general librarian need.

Mountain: Military people are always taking courses and seeking to better themselves.

Lockett: You still have the Chief of Staff's reading list.

Mountain: Any of the libraries represented in this group would fall in the category of the special library.

Hetrick: Do we want in this 1410 series something written in that will set our particular requirements apart from the general librarian category?

Mountain: If we take a portion of that and divorce it from the 1410 generalist group and call it special series and make it a different series, a specialist series.

Hetrick: Are you in agreement with this, Mike?

Costello: I really don't know. Just want to throw out one more thing. I don't know whether the standards are the problem or the interpretation of the standards. But we have years ago one of the things that made it difficult for us to get certain changes in our grade figure. It is the fact that the analyst thought that having a specialist librarian was too restrictive and would not carry the weight that a general library would call for. The fact remains that they interpreted it to mean that a person who had a general library which included science and technology had a bigger responsibility and a more difficult job than one who had a specialist library. We even went to our files and took a sampling to prove that we had a general collection as well as a specialized collection. However, in this last audit we had, in writing up our jobs, I stressed that we had a specialized and a general collection. We convinced the analyst.

Hetrick: It seems to me that if you had a special collection that your depth would increase. I am sure that your people were right that a general collection carried more responsibility.

Martin: A post library is a general library.

Lockett: Consider the discussion you have with the specialist you are serving and see to the depth you have to go.

Hetrick: This is probably where we could score most heavily.

Lockett: Under 1410 you cannot prove a shortage of librarians. But if it is broken up into separate series, you can prove a shortage.

Hetrick: Would we agree that a recommendation to split the 1410 into a general and into a specialized group is feasible?

Costello: Would your classification lean on the specialist background?

Lockett: The librarian should come first and then the other next.

Hetrick: In librarian acquisitions, acquiring some of the technical material becomes more difficult than general or standard works. This is also again true in librarian cataloging. I am not sure that it is as apparently difficult in administration, but it would again be true in referencing. Administration would be more mobile.

Klinefelter: What do they mean by descriptive cataloging?

Hetrick: (Reading from Standard.) Establishing cataloging and classification categories is where you can run into trouble.

Lockett: Under the two series you would have the similar breakdowns.

Hetrick: If they should decide to accept any or all parts of our recommendation that a group of librarians be called upon to help separate and identify the various--

Carrol: They could not in such a short time.

Stansfield: Is this question of special libraries and what they involve actually the question? The concept that there is not a great difference between some of these special libraries and general libraries and individuals occupying the same relative position are not actually different, is the real problem in setting up a clearer description of the collection service.

Lockett: It has to be a separate series.

Stansfield: I am thinking about the classes. My question was: Is this something we need to set up a new subject matter classification technique?

Hetrick: What would not be covered in physical sciences?

Lockett: We can't accomplish everything except by setting up a separate series.

Hetrick: You would have a parallel group.

Luckett: You would have a parallel group but in special services.

Stansfield: What would you have in the general series?

Carrol: Instead of the general librarian you would have a highly technical librarian.

Hetrick: I have never seen these used anywhere.

Luckett: Now the point here, when you are recruiting and there is a group in general librarian, you are not able to offer adequate salaries.

Costello: When we have had a person with 3 or 4 years' experience, it is difficult to hire this person at a GS-11.

Mountain: It is easier to define a librarian specialist in a higher level than it is a general librarian.

Carrol: Your problem is that you are looking for a 12 instead of an 11.

Costello: This special series only goes to a 12 in editing. The original idea in this was the same thing I would say. We are something new in the government which has developed. Same with editors and writers.

Klinefelter: It goes to a 14.

Martin: Before this series was split and the new came out, what was the highest? Did you find anything about a 9?

Costello: Yes. We had a 10 and 11.

Mountain: The head of the division was an 11. I have a cataloger whom I hired about 6 months ago--a GS-11 out in the desert. I could only hire her as a 9. She has a chemist background--an 11 doing referencing and cataloging together. She came back as a 9. She had experience with automation.

Costello: Organizational structure has something to do with it. When I wanted to hire a librarian fresh out of school, all I could offer was a 7. Yet in order to hire someone who had a chemistry background--Chemistry Bachelor's degree--so instead of hiring as a librarian we hired as a Chemist GS-9.

Luckett: I propose hiring primarily as a librarian but giving some recognition to the background.

Klinefelter: (Reads letter from NACA to Civil Service Commission, written in 1955 by Robert J. Lacklen.)

Costello: You can take a specialist and train him to be a librarian but not a librarian and train as a specialist.

Luckett: Let us create the breed and then seek to get the people.

Klinefelter: A specialist could not operate as a general librarian and you could protect the general in the event the technical series is created. It would be to their advantage to restrict and transfer into a general library field.

DEFINITION: A special library (librarian) acquires, organizes systemically and disseminates information to assist the organization which it (he) serves, fulfilling the specific function of its (his) mission.

Mountain: It is a general description. I would like to have us tear it up and make it a specialist.

Luckett: We should carry the "special" throughout the definition.

Mountain: We should carry out what type of information. The classifier passes the report off as a manual change which is a primary source.

Hetrick: I suppose specialized information would fit in there.

Carrol: Specialized information in depth. Disseminates information in depth within subject discipline.

Klinefelter: Why can't you say technical? Even in the first sentence why can't you say technical?

Luckett: We need to get away from the word "technical."

Carrol: I think the idea of the group is to block it out so we can add more weight to a separate group.

Hetrick: How can we fix this?

Mountain: Within the subject area--take out "disciplines" substitute "within the subject area of." The word "systemically" is a distinguishing mark of our service.

DEFINITION: A special librarian is one who acquires, organizes and disseminates information in depth within the subject areas of the organization which she serves.

Luckett: What is the Civil Service Definition?

Hetrick: (Reading) "This series includes all classes of position, the duties of which are to administer all library work," etc.

Mountain: We are more actively disseminating information than the usual librarian.

Costello: Read that definition again.

Hetrick: (Repeats definition given in standards for librarian.)

Costello: Well, then, you could say a librarian is one who administers a library, practices, administers, performs library work, such as-----

Klinefelter: This librarian must have competency in his specialty and go on and specify the specialty.

Hetrick: Our definition is to separate the general librarian from out specialist definition.

Luckett: It is explicit that a special librarian have sufficient knowledge or training in his subject classification.

Stansfield: (Reading from page 19 of Standards). "*****is a library of limited scope designed to meet the needs of a group of a limited scope.

Carrol: There is a danger in taking this out.

Mountain: It didn't prove so with the editors.

Carrol: How does the group feel? If we take it out, do you feel there is a danger?

Costello: When I came here today, I brought this because I favored a separate series, but now I believe the current standard can be expanded to cover it

Mountain: I don't think you can divorce them as readily in the same series as in a separate series.

Hetrick: These standards cover librarians in government in general. I think.

Mountain: They are a different series.

Klinefelter: In the general physical sciences series they break it out.

Hetrick: Either we want a separate series or a super-series.

Mountain: I think we want a complete break because of the classifiers to deal with.

Stansfield: At page 24 and 25 we have the GS-9 level. The definition of a special library. At page 25 you have library operations and you've got here on the level of responsibility--it is not spelled out in detail. I think the problem actually involves the fact that a Grad 9 librarian is the level of responsibility of a GS-9 in a general library and is a GS-11 in a special library. I think if we don't go over that in terms of preparing a defense--I think it is how to spell this out. This is written primarily for general. I think one thing I read in here is this matter in depth which doesn't appear.

Luckett: They limit special libraries in scope which is not true.

Hetrick: What is the difference between a limited scope and a segment of a broader field?

Stansfield: We need to get the definition of special librarian changed from what it appears to be in the standards.

Carrol: I think we can add to it which may or may not be words to the effect "in addition to a general library."

Stansfield: We have not only what is listed in here in general but a special field on top of it.

Luckett: You could say in addition to general information, special information in depth.

Costello: Stress specialized information in addition to general coverage of these other areas which makes you more than just a technical librarian.

Carrol: Now we are defining a special library instead of special librarian.

Stansfield: In terms of maintaining a special library, do you always require a special librarian.

Carrol: If we didn't need a special librarian, we certainly wouldn't need a different series.

Stansfield: One side is to substitute and the other side is to set qualifications high enough to get the people you need.

Hetrick: These people, well, there is more prestige to dealing in their special subjects.

Klinefelter: In the field of programming and automated retrieval, it has been necessary to start from the aptitude level.

Lockett: I could take a general librarian and with a year or two's work, develop the librarian I needed. I think they should have recognition for this.

Martin: I think if we are not already covered by grade level GS-11, it should be expanded for librarians involved in expert work. I think they have gone a little further for those under administration assignments in charge of special libraries primarily covering a complex subject field. Isn't that something that would take care of people with higher training?

Mountain: I can answer this with an answer to an appeal. Careful consideration of the duties or responsibilities of the appellant indicates that the duties resemble those of cataloging of the GS-12 level. These duties exceed the level of GS-9. Performance of these duties requires extensive knowledge in reference sources and tools. The nature and scope of responsibilities of the appellant described fall short of the level of GS-12. Our PD was weak in the fact that we did not establish enough work on automation, programming, etc.

Martin: We are, I think, always going to have those difficult people to work with.

Lockett: We should point to the librarian who is rated as a GS-14 and this is controlling because he is directly responsible to the Superintendent and is recognized by the Library of Congress.

(Put on blackboard by Mr. Stansfield)

Journeyman level:	(a) experience	1410-11 General
	(b) training	GS-9
		GS-11 Special

General + special collection
General - special collection

Depth - level of clientele served

Transfer of person to another position

Library degree - experience vs.
Subject knowledge - experience

law
SE & H
PS & Eng.
Med. & Bio.

(Put on blackboard by Mr. Klinefelter)

The nature of this special librarian function requires subject matter competency, acquired through education and/or experience, in addition to the basic capabilities and requirements of librarianship.

(It is feasible to prepare for the special librarian function either:

1. By acquiring pertinent subject knowledge through education and/or experience to supplement qualification as a librarian; or
2. By acquiring through on-the-job experience and/or education, sufficient capability and knowledge of librarianship to supplement qualification as a subject specialist.)

Hetrick: Are we more or less agreed that this is what we present? What are we going to call it--definition of a special librarian?

Klinefelter: This makes the library picture as a whole by including a lot of things in it.

Hetrick: Is it your idea then, that with this as a definition, there would follow-----?

Klinefelter: I think you could if you went at it from the subject specialist end. If you went at it the other way, the same thing would be true.

Carrol: Where does your administration come in here? For example, you are saying subject matter competency. That is restrictive. Now where does an administrator who can logically take over a special library without the special subject matter competency stand?

Hetrick: Didn't we agree that a good administrator would not specifically need this subject competency?

Carrol: That is my point. Are we creating a special library administrator?

Klinefelter: Had you administered specialist library service, it seems to me that you are eminently qualified.

Carrol: It seems to me this also implies the administrative librarian.

Hetrick: On page 3 under library administration (reading).

Costello: The functions of acquisition and cataloging?

Hetrick: Experience at the higher levels where specialist tends to merge with the administrative level.

Luckett: Why couldn't you have an administrative level where you could move from general level without going through specialist subjects?

Hetrick: The standards say you may.

Luckett: In other words, the route to the administrative level might be in either direction. Should we present this to Mrs. Samuels and see her reaction?

Hetrick: How does the group feel? Mr. Schaefer, how does a person from personnel feel about this?

Schaefer: I am not sure just what you are trying to accomplish.

Carrol: we are attempting to establish a separate series.

Mountain: Mrs. Samuels asked us to define what is a special librarian.

Schaefer: Then, it is your intention that you have a separate series

Hetrick: A separate number rather than a sub-section of 1410.

Schaefer: I don't see anything wrong with the making of such a proposal. I think it is evident that they are going to have to rework the whole series.

Costello: We are admitting there is not enough difficulty in the general librarian work itself without the technical approach to support a GS-11 level. We should get enough input in the standards to provide the professional aspects of the special librarian to support the grade level.

Mountain: The present series doesn't give any recognition to automation or to importance of acquisition.

Luckett: Teachers are a good example. In elementary school and in college. There is a different category here.

Costello: I am saying the same thing in the library field. We shouldn't lean on special to support the grade level.

Luckett: I think we have to. It is something added.

Hetrick: They are both performing the same functions but in a different depth.

Costello: The only thing I am saying is that the series with a rewrite with more input developed around the professional aspects and functions of librarianship ought to be able to support a series of grading levels.

Luckett: The thing is that we are professionals plus.

Carrol: I can see Mike's point and for the most part I agree with him. I am willing to go along with the group, but it has been my experience if you want to reach the mountain, you might as well reach for the moon.

Luckett: We are not downgrading librarianship. We are trying to get something in addition.

Mountain: It has worked with the editors and they are not nearly as professional. We have a librarian who changed over to a technical writer and got an 11. This same former librarian, acting as a writer, is an 11, but if she did it as a librarian, she would be a 9.

Costello: I have had them doing this as a librarian.

Klinefelter: We now have a basically journeyman level 11 librarian and also 12 but we had to get a little more specific. However, there is no restriction if they do that. This has nothing to do with administration. They can be given a 12.

Hetrick: For today at least, is the group in agreement that we will consider this as our afternoon's work. We haven't touched on 1411 series at all. Do we want to accept a librarian technician? We can do a little polishing on this tomorrow.

(Adjourned for the day)

Friday, Sept 28, 1962
El Paso, Texas

(Session opened with reading of definitions formulated preceding day.)

Hetrick: Are there any comments?

Martin: We have been using the word special. How about scientific librarians? What is this going to do to law librarians?

Costello: If you are thinking of military--O.K.

Carrol: We hav. librarians outside of the military.

Salisbury: Special does cover all government librarians.

Stansfield: A general government library is a departmentalized library. That is what we are referring to.

Hetrick: Almost all government libraries have been developed as a pretty special library. We cannot here narrow this field by changing special.

Luckett: That there would be special (law), special (engineer), it seems to me that we are going to have the special sections under the special group.

Hetrick: Under each of these categories, we should have a breakdown according to function.

Guntz: We received a lot of criticism from some of the operating personnel about the cumbersome and lengthy titles. I have no suggestion as to how you get around this but your titling of special librarian, when you begin with supervisory special librarian, cataloging, law, you begin to get a pretty complex title to write on different forms.

Mountain: Only addition you have is to add the word "special."

Hetrick: I do think the word "special" would be the only addition.

Costello: It is too much.

Carrol: I think that is the least of our problems.

Mountain: We use just the PSE.

Guntz: I take it this group was dissatisfied with the definition as it applies to qualifications?

Hetrick: We feel that it does not represent the qualifications that this group represents. That this is a general description of duties and does not allow for the special type of librarian that exists today. As opposed to people who work in a general library, in post libraries.

Mountain: We are especially unhappy with this definition of the special librarian here on page 19. We feel that all of our libraries, which we call special libraries, have general collections but we have three or four more subjects which we have in greater depth to meet the needs of the people we serve.

Hetrick: The words "limited scope" hurt us. That was one.

Guntz: The words "limited scope" probably put you 2 or 3 grades down right there.

Hetrick: It is the depth which we deal with in our subject.

Mountain: I would like to move that we accept the definition as it was read.

Hetrick: Mr. Mountain has moved that we accept the definition as it was read, and that we present it to Mrs. Samuels or to the group.

Carrol: You will point out that, as a group, on the whole, we feel this is only the beginning point or frame of reference on which the new series will be based. I second the motion of Mr. Mountain.

Hetrick: All agreed?

Carrol: We need a vote on our motion.

Hetrick: Do we have a vote? All in favor say "yes." (Unanimous "yes"). All opposed? (No "no" votes). Motion carried.

Hetrick: What else in this series or any other aspects of the topic which has been given us would it be profitable to explore?

Carrol: The technician series.

Hetrick: That would be the 1411 series. Currently called the library assistant series. It states that, at present (reads from standards).

****and circulating library material where such work does not require full training in library science."

Carrol: I like the idea of a library technician series mentioned by Mrs. Samuels except once a technician, always a technician.

Hetrick: Unless you have additional education that met the qualifications.

Carrol: I want them to be able to eventually become a librarian.

Hetrick: They can.

Costello: I think most technician series do prohibit beyond grade 11.

Carrol: I am against precluding Librarian Technician 7 being able to switch over to librarian series.

Luckett: I think experience or education which was broadened to the level needed--nothing could stop this person going on.

Hetrick: One of the other groups had some idea that if you went from Library Technician 9, going to a librarian, one should go back to a 7 level.

Martin: I think it is only fair for them to step down, because they are competing with a professional in that case.

Hetrick: Would this mean in some cases a cut in salary?

Martin: I don't think so.

Gunn: I think your problem is a little broader. I have listened to things in other groups. The point was raised here about switching from the technician series to the librarian series and whether this would be or would not be possible and I think you agreed it would not be possible unless you have acquired the equivalency of the professional grade. That in order to operate as a librarian that you have the broad scope of the knowledge of the operation of a library. You can go over at any grade level, provided that you qualify yourself in the same manner that you people have qualified yourself. You find a real problem if there is a provision for switching without this broad knowledge. A man perhaps knows only the field in which he has been working; then he is lost if he takes over the whole library. You have many people who have precedents in the other areas. You have many people working as engineering aids and they

moved up after years and years of experience but at that time there was a limitation of grade 8 or non-professional. These people are doing 11 grade work. Many installations pulled strings to get them classified as engineers. Too many times, your graduate engineer gets thrown out in bad days while the non-graduate with more experience stays. Beyond a certain point you must have a broad scientific knowledge in order to qualify. Fortunately, you have some very good precedents to go on. You have accounting, engineering--it is going to be much easier for you people.

Klinefelter: It may be hard because of a requirement of the librarian degree or if you use a combination of experience and hours in library science.

Guntz: A broad knowledge enables you to work in any field. This would tend to enable you to do more difficult work and if it is more difficult work it would be reflected in the grade level.

Costello: There are two things I would like you to clear up. (1) How many here would have a library technician that is supervising one activity. (2) In this technician series relating to what was mentioned about engineer. They solved their problem within only the last few years. So many times the young professionals pushed aside the older people who had been there many years. Some of these new engineers get a 13 or 14 grade within 4 or 6 years.

Klinefelter: The librarian series has been liberalized a little in the last few years. Makes qualifications acquired over the years easier to use.

Guntz: In your resolution, do you want to throw this field open to anyone or do you want to make it specific?

Klinefelter: It should be thrown open to anyone.

Guntz: There are discussions going on that would ask for positive education requirements and no other acceptance. I don't know whether this is possible. What you want to recommend, whether or not it is adopted, would be to insure your future as a professional group. How do you want this? There was a time you could go into a law office and read the law. You have the protection of the grandfather clause now in library science but no new ones.

Klinefelter: A person I know who had excessive experience but did not have a degree but had a few courses in library science--in order to

get in the librarian series she had to take a test but she could not pass it. She was a superior person but could not pass the test.

Guntz: Generally speaking there is also another problem. In working within a restricted field, if you do nothing to broaden your knowledge--some people can't get out of college because they can't pass the tests.

Stansfield: Also this FSEE. I think we have had occasions in the past--if we had anyone who passed this examination he was sent over to be interviewed. A position requiring a subject knowledge as well as some librarianship is required.

Guntz: I have no such thought in mind. In fact you can recommend the establishment of whatever qualification requirements are necessary. I have heard talk of 24 hours in library science in post-graduate work. As long as you have in your organization enough professional librarians to manage this library, you can use something else. This points up the need for the library technician series. They can do a good job for you but they are not librarians and you certainly wouldn't want to retire from your library and have for your library someone of that kind take over.

Stansfield: You do have a problem of selection. This would seem to be a general problem. The librarian profession has the problem of shortage. On some of these standards, you have had a surplus and could afford to set your standards higher. But in this case with a shortage you can't find the people who can pass the barest requirements.

Hetrick: If a library technician series could be set up, would there be a separate examination?

Guntz: Ground rules for a series that doesn't exist at the present time--the general concept is that in your library technician group you can take anyone who has a general aptitude. Starting at Grade 3 or 4. The progress within this series would depend on the amount of on-the-job training and/or courses this person took and the general aptitude shown by the person in the particular field in which this person worked. Here is the way in which perhaps you can solve the problem of shortages of librarians. For much of the work, something less than a librarian will do.

Klinefelter: At the bottom of this thing, people come with the requirements but then there are other clever people who can make it by hard work and experience. I think writing into it some test to weed out the people who are not able to make it would help.

Guntz: It is hard to consider either one of these concepts without considering a career program.

Carrol: I take it we are all agreed that a library technician series should be established.

Hetrick: To go from the technician series into librarian series, that education and passing of an examination would be the factors to be considered.

Carrol: In the meantime, set up basic standards?

Hetrick: Which should we technically take first--the classification or the qualification?

Costello: First, we should set the standard. We should make or suggest that the technician should start at no lower than 4 and go up to the 11 level.

Hetrick: Should go from a 4 to GS-11?

Stansfield: Would the assistants 4 and 5 go out?

Hetrick: A librarian technician series should be established to take or replace the present library assistant series.

Martin: If it supersedes, how would it start at the 4 level?

Hetrick: If we eliminate a series and a new one is established, then the new one would do what it wanted to.

Lockett: Would you use the clerk-typist to take care of the lower grades?

Costello: You have to bring them in at a clerk-typist level.

Hetrick: Suppose this new series were set up, what would happen to existing library assistants at GS-3?

Guntz: They would not automatically be elevated. They would have to meet the qualifications. They would have to be reclassified in some other series. What do you have against GS-3's? How are you going to get the one years' experience unless you take clerk-typists and work them into this series. This is optional.

Hetrick: Could we finish off the definition. "A library technician series should be established to supersede, incorporate and expand the existing library assistant series."

Stansfield: It won't be necessary to spell out experience, etc., requirements, will it?

Guntz: No, unless you want some specific thing made.

Martin: Tack on "with grades ranging from GS-3 to GS-11."

Guntz: Limit of time in lower grade will stay the same overall. You can't violate the Whitten rider.

Hetrick: Does anyone have any ideas to tack on any suggestions we would like to have in the classification standards?

Luckett: Do we have to give a reason for this?

Costello: I thought this was suggested by Mrs. Samuels.

Luckett: We have only to agree that we want it.

Hetrick: As Mr. Guntz said, we have a sufficient number of precedents in other series.

Guntz: Mrs. Samuels is here to gather knowledge which will help her in creating the series and providing the qualification and classification standards necessary. Her saying so, doesn't make it so. You people are the ones who have to provide the reasons. These things don't come out of the heads of personnel people. I think you should state reasons.

Mountain: Part of this reason would be in view of the shortage of trained librarians.

Luckett: That there are positions which can be filled by technicians which are not now provided.

Kilnefelter: Do you foresee a situation where librarians and library technicians would be doing the same work side by side?

Guntz: Yes. It is likely that you will have, not in units now existing, places where this happens. It is hard at this level to distinguish between the technician level and the professional level.

Hetrick: We recognize that there are a number of duties which do not require library training. The reason for this series is that there are areas of functions where the full professional skill is not required.

Martin: The present series doesn't recognize this.

Klinefelter: I am not sure that it's necessary. Setting a definition on professional skill.

Carroll: There are specialized functions in the library which can be performed by technicians rather than librarians.

Lockett: Or, you could say that would be gained by experience.

Klinefelter: Or, you could say, it could be gained by either.

Hetrick: These people would free the professional librarian.

Carroll: That's taken for granted in the library assistants. The primary reason we are trying is to provide a new career field.

Mountain: Isn't this part of the background reasoning on all the engineer development?

Guntz: There are two reasons--the fact there is a shortage and the other is the fact that duties are to be performed--that the time and work of professional people are being wasted.

Hetrick: Shortage of trained personnel and waste and dissipation of time and work of trained professional librarians. Third, to provide career opportunities.

Klinefelter: Do you need to say that this new series is to serve as a vehicle for training talented people in corollary functions to attain career status?

Guntz: I would tend to decide that this is not a vehicle to attain professional status. It is a help.

Hetrick: In a sense, this work is on-the-job training for a lot of people.

Costello: The transfer to professional training can't be done by just on-the-job training.

Hetrick: No. These people should not automatically be able to leap over into the professional level.

Guntz: To give them a career and a status in their own professional field. To not have it chopped off and have it absorbed in your field without the appropriate background.

Carroll: We might conclude in our summary that recommendations are made subject to the following qualifications.

Hetrick: Would some qualifications here be appropriate? I mean recommendations and qualifications?

Luckett: Do we need anything more than what is listed on the library assistant? These are reasonably good, I think.

Hetrick: Neither type of general clerical or office experience. Experience in a library. "To be eligible at GS-3 level, the applicant must show experience (reading from standards) ***and competency comparable to that of the next lower grade. A written test is required."

Klinefelter: The aptitude test is good.

Luckett: How are you going to determine in the hiring process who is and who is not capable?

Hetrick: A GS-3 presently requires 3/4 years general experience and 1/4 year of specialized experience.

Luckett: We recommended that the specialized be eliminated at the 3 level.

Klinefelter: Is it worthwhile to say at the level of 3, 4, or 5 an aptitude test is required?

Luckett: I would think you could come in at any level according to your experience and that any other level except 3 would not have to take an examination.

Guntz: I am considering this business you are talking about. I was trying to think how you would handle taking a person who has experience in a library. Would you be willing to settle for a verified statement of experience?

Luckett: You do that now at a certain level.

Guntz: All your induction won't take place at the 3 level.

Luckett: When you get up above the 5 level, hasn't the person gotten above the tests?

Guntz: I don't think you want it at the higher levels.

Hetrick: Then, the screening test should be at the GS 3 level.

Costello: What about the GS-3 test level?

Guntz: General level.

Costello: In addition to the general aptitude test, would they also give a typist test? I would also like a typist.

Mountain: I have had two separate types of tests, either typist or clerk-typist.

Guntz: I can see this. In setting up your job, assuming you had a library technician, you can set up a library assistant (typing).

Hetrick: A screening test should be required at the GS-3 level and a typing test may be required when necessary.

Klinefelter: Most useful thing to us would be the possibility of college graduates at GS-5 entrance level. If this is assured, this is the best source of trainable personnel.

Costello: That would be provided for in the substitution for college in the experience.

Mountain: Your theory would be the next step in the process, that they would take library training and become a librarian.

Hetrick: Any other qualifications that we would like to see recommended to them other than these two we have?

Luckett: You didn't spell out experience.

Hetrick: What do you want? How do you want that said?

Luckett: At the beginning level of GS-3, no specialized experience should be required.

Guntz: What about the intake of persons at the GS-5 level without experience?

Hetrick: Change one year of education for 9 months of required experience.

Klinefelter: That would be when education would be substituted for experience.

Hetrick: Four years college for GS-5. Just a college graduate would come in as GS-5.

Klinefelter: We have found that these are excellent people, no matter what their major. Just a bachelor's degree.

Mountain: Sometimes they can qualify as a 7. Particularly, if they pass the FSEE.

Hetrick: How about the people coming out of junior college.

Klinefelter: You could get them at a 4 level

Hetrick: Four years college, college graduates, for 5 or 7. What about these, non-qualifying experience or education?

Guntz: They will write those in anyway.

Luckett: I can think of nothing else that is necessary.

Hetrick: What else now. We have got the recommendation for the series, the reasons for it and four qualifications we should like to have.

Costello: In connection with the librarian series, they are working with--the series 1410 only, goes up to the 13 level. I only know of the 13 level and if it is the professional series as expanded, would it permit general higher grade level?

Hetrick: It goes to a 15.

Costello: I mean the standards as written only go to a 13. Is that done for other professionals too?

Guntz: Most of these standards are written with an open end at the top. Different standards are written to cover different level grades. Perhaps at the time it was written, they couldn't find justification to go higher.

Costello: Previous standards did go up higher.

Hetrick: The announcement does say Grade 15.

Guntz: Different standards do cover different ranges. I don't know why they stopped this one at 13. No additional accumulation of years are required at the higher level. I am unable to justify writing a standard for 14 and 15, this is something that should be worked out with Mrs. Samuels.

Hetrick: One of the things they mentioned is leadership in the field of library science. At those levels where they judge that sort of thing, there are some grey areas.

Costello: Don't you think this could be one of the reasons that the grade levels stop at the 12 level in most of these levels?

Mountain: In other words, the standards should provide a little more guidance for the 15.

Hetrick: Don't you think this would be a good recommendation?

Guntz: Mrs. Samuels made a point of stating before the meeting to different people the tools to put in the hands of classifiers so that they could better do their job. It will be up to you here to identify status where--

Hetrick: The standards for the library series 1400 should be developed up through the grade of 15.

Mountain: If you are going to have any parallel with the people who are serving them, your librarian should be very close to the top man.

Klinefelter: We have some 15s in the administrative librarian. The tendency now is to put them in the technical grades.

(DISCUSSION,

Hetrick: Are there any other recommendations or anything that you would like to discuss here not necessary for the larger group--

(LUNCH BREAK)

Panel 2

Mr. Ernest DeWald, Leader
U.S. Army Map Service, Washington, D.C.

Panel Members:

Miss Madeline Canova, U.S. Air Force Special Weapons Center,
Kirtland Air Force Base, N.M.
Miss Freddie Etter, Special Services, Fort Bliss, Texas
Mr. O. W. Holloway, Defense Supply Agency, Washington, D.C.
Miss Eva Liebermann, U.S. Naval Ordnance Laboratory, Silver
Spring, Maryland
Miss Elizabeth Milner, The Adjutant General, SUSA, Fort
Benjamin Harrison, Indiana
Mr. James H. Parrish, U.S. Air Force Aeronautical Center,
Brooks Air Force Base, Texas
Miss Mary Quint, U.S. Air Force Missile Development Center,
Holloman Air Force Base, N.M.
Miss Helen A. Ratterman, U.S. Army Air Defense School, Fort
Bliss, Texas
Mr. Robert W. Severance, Hqs, Air University Command,
Maxwell Air Force Base, Alabama
Miss Ruth Wesley, U.S. Army Infantry School, Fort Benning,
Georgia

The following Civilian Personnel Representatives visited the Panel
and participated to some degree in the discussion, as indicated:

Mrs. Jane Samuels, U.S. Civil Service Commission, Washington,
D.C.
Mr. Charles F. Schaefer, Civilian Personnel Officer, Air Force
Special Weapons Center, Kirtland Air
Force Base, N.M.
Mr. Charles Guntz, Deputy Chief of Staff Personnel, San
Francisco Field Office, San Francisco,
California
Mr. George Bragg, Civilian Personnel Office, White Sands
Missile Range, N.M.

Thursday, Sep 27, 1962
White Sands Missile Range

DeWald: Mr. Cowgill has laid out what we want to do. As moderator,
I'd like to be as inactive as possible. Please direct your statements
to the group rather than to the moderator.

The first item for discussion is on qualifications as they

might affect recruitment, placement, promotions, transfers, etc. We want to have a short summary of any recommendations or acceptances of these standards for our final session. We need some sort of summarization tomorrow from all panel leaders for presentation to the final group.

I believe on the back of your schedule are some suggested items that we might use as a starting point. Shall we start with recruitment qualifications?

Wesley: Wouldn't it be a good idea if they had separate rosters for those who were interested in either technical or military school librarians? I know we've had applicants, due to their experience and education, obviously wouldn't have fitted in our library, but might in a different type library.

Severance: Are you saying that a reference librarian or a technical librarian couldn't be a general librarian or vice versa?

Wesley: We've had applicants who stayed no longer than two years on any job; they'd been everywhere in Europe and Asia; they obviously wanted to run a post library.

Severance: Yes, but in reference to the position standard, we have special fields such as acquisition, cataloging, reference and so on; actually isn't the cataloger, presumably qualified to catalog in any kind of library?

Wesley: Well, I just don't know. We've lost some people mentally capable of doing our work but just said that they couldn't bear it, and went back to post library work.

Holloway: I've known a good many reference librarians who couldn't catalog a book. My comment to this is regardless of the desires of an employee, he or she may not be qualified for each one of these categories. They want to be a cataloger but have no ability along that line regardless of their background.

Wesley: Isn't it easier to use a good idea than to make a good index?

Holloway: It is supposed to be, it has to be.

Etter: You're doing this then with in-service training or with cross-training? When you are speaking of the reference people coming over into cataloging?

Holloway: That is one thing that has been tried at various places. I just mean, I don't know how well it worked at the University after I left there a number of years ago, but I know they were trying.

Canova: I have had experience in having my professionally trained people do both cataloging and reference. It was not necessarily with the intent of making a cataloger out of the person who preferred to do reference work or vice versa, but they certainly did get a better understanding of the problems that were involved in the different fields. They certainly had a better background for other positions and we benefitted from it considerably. For example, we had an employee who had a degree in physics as well as in library science; we had a two-way chance to use that technical background. He seemed very well satisfied.

Wesley: I agree. I think the cataloger should do reference and the reference librarian should do cataloging, even on a part time basis.

DeWald: Do you find that some of your people who we'll say are good catalogers possibly could be good reference people but maybe have a personality problem in dealing with the public?

Canova: Well, it could be personal, you also have your personal dislikes. Some people prefer to work with the public; other people prefer to work with more peace and quiet and deal with inanimate objects rather than the library patrons.

Severance: Isn't this very closely related to the size of the library? If you have a small staff with one or two or even as many as a half-dozen people, they have to do more than one kind of job in order for the jobs to be done. If you have a much larger library, people necessarily become specialists. It's pretty difficult not to become a specialist, and this is my point. It seems to me that for us to make progress in the outline here that the idea of specialization for librarians and type of library work is a good idea and should be followed. The part that bothers me is the qualification in this field. If a person, let's say is a GS-11 reference librarian, he can't become a GS-11 cataloger. He has to go back and start at the bottom of the ladder and go back up in that career field. I don't know what the answer is to that.

Liebermann: With appropriate training, we use people in both reference and in cataloging. Some people thought they wouldn't like it, but we have kept them at it and it has worked out very well.

Wasley: Mr. Severance,--people do specialize in such fields within the library, don't they? Don't you have them specialize in subject fields even in the main library, taking care of one department, something like that?

Severance: Yes, but this is not part of career planning or career progression, and our people aren't really subject specialists in the sense in which the standards talk about subject specialists. They are all within the social sciences, let's say, or pretty much so.

Holloway: You say this question should be answered in the affirmative then, in that these functional specialists are meaningful as far as we are concerned?

Severance: Why put me on the spot? What do you think about it?

Holloway: I think they are, but I just want to know if anybody else agrees with me.

Quint: I would say yes they certainly are meaningful and people developing a career field, as Mr. Severance has pointed out, it becomes difficult for GS-11 reference to transfer to GS-11 cataloging. You also have the problem in the library like Cambridge Research where the cataloging department has a very highly developed subject analysis and materials. I think the thing which you are underlining is that as you become more specialized you shouldn't necessarily become less interested in the problems of other sections; in fact you should be more so. We did do some transfer of personnel on a part-time basis between reference and cataloging. They met quite frequently and discussed problems, especially in problems of monograph series or series cataloging, reports of committee and proceedings and convention materials which present problems.

Severance: But, Miss Quint, this does not qualify your reference librarian with or as a cataloger.

Quint: No, it does not.

Severance: This career progression, how do you become an administrator? Suppose you start out as a cataloger and you rise to supervisor in the catalog section and you move at that level and become an administrator, or I think we all agree that you could not move over into readers' services function at that level. The system simply doesn't permit this.

Quint: No, it does not.

DeWald: Isn't Mr. Schaefer with the Air Force?

Schaefer: Yes.

DeWald: Isn't it possible under the qualifications to move a cataloger, as he is discussing it, in a GS-11 over to reference GS-11?

Schaefer: Under my interpretation of the standards, it is possible, depending on your other qualifications - if you're fully qualified to start in cataloging.

DeWald: Is your question that he doesn't qualify or that you don't think that he would be able to perform it?

Severance: Well, I want to be sure I understand Mr. Schaefer. Isn't it true to become a GS-11 reference librarian, your experience must be in the reference field to meet the minimum experience, and not in the cataloging field, and the cataloging experience is not qualifying as reference experience?

Schaefer: I'm not aware that you have to be that specialized to qualify.

DeWald: Doesn't the regulation permit moving a GS-11 reference librarian to a GS-11 cataloger position or vice versa if the supervisor believes the employee can perform this function in a reasonable period (90-120 days)?

Severance: It isn't a question in my mind, it's the interpretation of my own civilian personnel office. The opinion I have expressed is their position. Now whether or not their view could be broadened would be subject to question. From what's been said here, I'm going back and look into this.

DeWald: Mr. Schaefer, are you in the qualifications or job description standards field?

Schaefer: I'm the personnel officer. The requirement is for experience in library work and I do not require they be specialized to the point of where you couldn't move them from cataloging to reference to acquisition and so on. If someone has laid on you a greater restriction than that, it would probably be internally generated. It is not in the standards.

Quint: If this interpretation is true and generally applicable, there is flexibility within the system to get the kind of varied background you need for administrative advancement.

DeWald: Do you have a problem in any library, whether it's school or technical, in the sub professional and professional series or placement and recruitment areas so far as not having personnel available because of the qualification standard?

Liebermann: I had an applicant who had a college degree in Chemistry and she was willing to start at GS 5, but had no library experience. We found we couldn't get her more than a GS-3 salary, yet we can bring a GS-3 person in with no more than a high school education without library experience and start her off as a GS 3. Now we lost that person; we couldn't hire her because she wouldn't start as a GS-3, but my feeling is that she certainly had more potential than the GS-3 directly from high school.

Canova: Did you have her take the FSEE?

Liebermann: I don't think it was offered at that time.

Severance: I have a question that maybe Mr. Schaefer can answer. We're talking about 1411's now. Is it true that 1411's progress qualification-wise by experience only, or may they substitute education for experience in qualifying for a higher grade?

Schaefer: As I understand your question as they are progressing with their career they are taking college study and so on in addition to gaining experience they are taking college work.

Severance: Let me withdraw the question and restate that my operational understanding as an administrator is that a 1411 progresses only by experience. I'm not sure about the timing, but if you want to move from a 3 to a GS-4 you may move only after a certain period of experience as a GS-3, and you can move from a GS-4 to a GS-5 only after you have qualified by experience on the job, and you can't take a course at night or any other time which would cut down on the length of time that you have to put in?

DeWald: Is that actually so?

Kelley: That's true.

Canova: I have a copy of the qualification standards here dated April 1957, which says under quality of experience, "to be eligible after three for a higher grade, the applicant will show six months

of required experience at a level comparable to that in the next lower grade in federal service, and under that, substitution of successful completion of educational courses may be substituted for experience as follows: undergraduate studies, successfully completed at an accredited college or university may be substituted on the basis of one year of education for nine months required general experience.

"2 Study in library science completed in an institution above high school level may be substituted for a maximum of two years specialized experience on the basis of three semester hours of library science. Substitution on the same basis may also be made for the general experience."

Severance: This is 1411 series you are talking about?

Canova: This is 1411, GS-1 thru 7, Library Assistant.

DeWald: Does this mean if you have an individual who has a half year experience as a GS-3 and he has substituted so many credit hours, say in this case three semester hours equal three months experience, so if he gets six credit hours in some school in the evening, he then would qualify sooner, based on the education versus six months experience?

Schaefer: If he is going to school during off-duty hours to an accredited college or university, the answer to that is yes I just didn't know what the amounts were, but I have it here, of course

Severance: Well then Mrs. Liebermann and I both, because of ignorance, if you please, didn't solve our problems Your person presumably could have qualified for a GS-5.

Liebermann: Our personnel people would not permit it.

DeWald: Doesn't it depend on the type of experience or education?

Severance: Yes, it would have to meet the standard.

Schaefer: The Federal Service Entrance Examination is given twice a year. It's now controlled by personnel people as such, it's controlled by the Civil Service Commission. The girl could have taken that examination; had she passed it, she could have qualified for the GS-5 job.

Severance: Would it have been a 1410 then?

Schaefer: They can certify it from the Federal Service Entrance Examination 1410 series, but you have to have a shred-out there; you would require selective certification where a person has some library experience, but you can use that examination for the 1410 series.

Etter: I didn't think they could since the 1410 series and standard have been established.

DeWald: Wouldn't they have to meet the basic qualification standards under 1410?

Schaefer: It probably would not be shredded out by the Commission without that, I don't know what their rules are. There is the Federal Service Entrance Examination test for college equivalency. In order to pass that examination you have to have substantially the equivalent of at least a college education or at least that level of native intelligence and so on; consequently the commission feels that they can certify from that examination to professional jobs because the person is truly at least equivalent of a college graduate and whether or not they can certify the five or seven or nine level depends on how much specialized experience they have in addition to passing the examination.

DeWald: Wouldn't he also then be eligible, depending on his experience, to any professional series such as an engineer, librarian, or a mathematician?

Schaefer: That's right.

DeWald: In the case of Mrs. Liebermann's example, of the college graduate, in a field other than library, would he have qualified for a GS 5, 1411 series, because of the nine months credit toward each year of education?

Schaefer: That's right.

Quint: He's given us the basic difference of interpretation. Being a civilian personnel office administrator, how would a situation like Mrs. Liebermann's for which there is an apparent difference of a definition be resolved?

Schaefer: I'm not so sure there was a difference of opinion there. There may be in the line of communication in this particular instance. I'm sure all personnel people know that people can apply for Federal Service Entrance Examination, and if they attain high enough grade or rating, they can be certified to grade five proficiency. Of course there's more than just passing sometimes; they used to get high enough

score to be within reach of appointment. On the other hand, people who are already employed with you, if they attain a passing score can move noncompetitively, but the joker is to have taken the examination at the right time to be within reach for the type of action which you wished here, and my guess is that was not the case; the timing was off. As for the other question, when you have differences of opinion with your personnel people, I certainly can't speak for all agencies but I think that I do, personnel people I think accept the service concept as much as you people do in your library work, and if you are not satisfied with the person that you are dealing with, I don't think there would be any animosity if you were to consult with another echelon within the personnel office. I've never found reluctance to dig up an old problem that was being discussed.

Holloway: Since you mentioned the FSEE and this is no place to criticize the FSEE, but last year I conducted a class for six people who were going to take the FSEE, and for five nights a week we had classes on arithmetic, spelling, and grammar. Now I got all six of them through the examination, but my point is this, the high school graduate, fresh out of high school can pass that examination much easier than a college graduate who has been out of school ten years, so there's something wrong with the very background of this.

Schaefer: Well, I don't know how they validate the examination. Apparently the Commission is pretty pleased with it, and has extended its coverage into other professions. I can't defend that; I don't know whether that is a true statement or not. Our experience with it has been very successful; in fact I don't know of a single examinee who was appointed but who progressed rapidly and management is very pleased with it.

Canova: I would suggest that we either approve or disapprove or make some concrete recommendations on the qualification standards so that we can move on.

DeWald: You are talking about administration, cataloging, etc.?

Canova: Yes, the first suggested topic we started on.

Severance: I concur in that. I suppose you want an expression of opinion at this point?

DeWald: I'd like to have a short summarization of agreement or disagreement, and if you disagree what you feel should be considered.

Severance: You've got two people now who say that they approve paragraph 1a.

DeWald: Does paragraph 1a present any problems with the clarification that we had a bit ago on moving reference people to cataloging and vice versa?

Parrish: Is Miss Canova including the subject matter down in the lower portion?

Canova: Yes. I included it; it's extremely broad but so far it has served my purposes and I prefaced my suggestion with the remark that I cannot come up with anything better.

De Wald: How do you qualify an engineer if this is your subject specialist? Are you qualifying him as an engineer for a librarian position or are you qualifying him as a librarian?

Canova: I have not been in a position where the person that I was trying to get and I was looking for a subject specialist was not also supported by a degree in library science.

DeWald: Isn't this subject another one that was never resolved because of the special technical libraries requiring geographers, geologists, engineers, medical technicians--what were they going to qualify him as for library work, as an engineer, or were they going to use librarian standards.

Canova: I was backed up by a degree in library science. I was trying to get this man in; he had a masters in chemistry, but he had a lot of courses in astronomy, and that's what I wanted, so I was not bringing him in as a librarian, I was bringing him in as a chemist at a comparable salary.

DeWald: What were his duties?

Canova: I was going to use him in subject cataloging, but it was his background in astronomy and physics that I wanted, he had a masters in chemistry.

DeWald: You would have brought him in under the library standards?

Canova: I was not going to; I could have, but I was bringing him in as a chemist in order to bring him in at a higher grade to tempt him to come out in the desert. This was in California, and I had a lot more leeway there that I don't have here, because we had a special board of examiners out there.

DeWald: Bob, how do you feel about this subject? Is there a problem in this subject area?

Severance: I was rereading very quickly that part of the position classification standards covering the subject areas, trying to see whether or not the classifier is limited to these four subjects, and I am not sure that I know how to read standards well enough to answer that question. The statement says "these subjects are identified in the standards." Does this mean that we cannot have any other? Again, Mr. Schaefer could you answer this. Note page 2 of the Position Specification Standards.

Schaefer: I think probably you ought to ask that question of Mrs. Samuels. I'm sure she'd have a good deal of insight since she's probably by this time pretty well reviewed these standards.

Canova: If our case had not had a degree in library science which would have covered him one way or the other, so I wanted to bring in a person who had a bachelor's or master's in his subject field, I would have brought him in as a physicist or whatever he happened to have been.

DeWald: But can you use him then in a librarian capacity legally under the regulations?

Canova: I would have used him as a subject analyst or the personnel officer and I would have worked that out. We had many discussions about saying "well all right after he has been here and he is particularly good and you wish to promote him, how are we going to promote him, as a librarian or as a physicist?" and I said I would still aim for physicist because he could still be useful in other places. Now that has a great deal to do with the interpretation which your own personnel people like to give to this, and I knew we had more leeway there and Charlie would have a strong argument with me now.

Schaefer: That's a real basic problem particularly with you people in technical libraries, and I really doubt if you could support the job as a chemist, particularly in a technical library. I don't believe the definitions of positions or the series, the definitions that are contained in this standard would permit you to do that, and yet that's the kind of person that you need. You can qualify him to librarian, you really can't set up a job in a science or engineering field for them. The question then "how do you induce them?" Now we want you to have them, we think you need them, you may not need them with degrees, you

may need them with let's say technician-type experience and education, but how do you get these people? I think that's one of the problems you should make a proposal on in this conference.

Severance: Are you saying that your manning document cannot include specialists in other fields than 1410? Mine has right now; I have cartographers for example; this is a separate professional field.

DeWald: Yes, but are you using them as cartographers or librarians?

Severance: I'm using them as cartographers to carry out the mission of the library.

DeWald: You are not using them in cataloging the books for example?

Severance: No, they catalog maps.

DeWald: Do the regulations allow using this specialist for cataloging in any case maps or books?

Severance: I believe they do.

Schaefer: By all means, if you possibly can make a recommendation on this. I think it would be a welcomed recommendation.

Holloway: Maybe if we stop calling ourselves librarians and libraries and call ourselves operation research officers we might not have this problem.

Canova: Could we record one question to get an answer from Mrs. Samuels? This one is the one that Bob brought up on these four fields as set forth in the specifications because the wording of it is in the position classification standards where it has specialization it says, "the following classes based on subject matter specialization are identified in the standards" but that doesn't necessarily preclude using another specialization or a more closely defined one.

Liebermann: What is it you want there? Because our positions are PS&E, all of our library positions are covered, it seems to me, medical, biology, and social science.

Wesley: That last one is a little bit too broad don't you think?

Dewald: What are we reading from?

Canova: Position Classification Standards.

Dewald: Do they really have anything to do with qualifications?

Canova: They tie in so closely when you are trying to hire the man.

Dewald: I think Mr. Schaefer answered your question on the first part of a. so far as qualifying, didn't he? The acquisition, reference, and cataloging, and cross-overs, he saw nothing wrong with this. You will have to talk to your personnel people, Bob, on that, so does everyone agree that particular breakdown isn't a problem?

Holloway: Let me throw this out. We have four: administration, acquisition, catalog and reference. Perhaps from the discussion, it might be advisable to put another one in there to take care of these highly specialized scientific consultants. I don't know whether you need them, but some libraries obviously have need for them occasionally.

Severance: But Bill, they are reference librarians.

Holloway: You don't restrict them to the reference function; you use them for acquisition.

Severance: All right then, they are librarians according to the standard.

Holloway: What I want to know is, should we call them something else to cover this? I don't know; I'm just throwing this out.

Dewald: Most of your personnel people title your positions, librarian parenthesis reference, catalog, and so forth. Is this objectionable?

Liebermann: Ours is about like that since we use the same people in both areas.

Dewald: Bill was wondering whether we can add something that would cover the subject specialty.

Holloway: You would use them in all four functions, not the first one, but you would use them in acquisition, catalog and reference.

Dewald: Wouldn't that be actually a separate area then, these
years?

Holloway: Yes.

Canova: Documentalists have been kicked back and forth through
the years, and I have been looking for a definition which Western
Europe has presented recently, the difference between a librarian
and, I think it's what they call, a documentalists.

Quint: I just wonder if we are not on the verge of including
within the library, in the scope of the librarian's responsibility, the
information retrieval specialist instead of defining them as subject?
Why can't we broaden our basis and include them? It seems to me the
time is coming when librarians will have to include this capacity within
their organization and soon acknowledgement of this, as an additional
capacity, should be included in the general approach.

Liebermann: Our personnel people have solved the problem by not
restricting our librarian positions. They will just be librarians
PS&E from GS-7 up.

Quint: I think though: it might require special training or
experience.

Dewald: Bob, you handle quite a few maps, cataloging, etc.
would you say that a cartographer in a reasonable period of time would
make a better map cataloger than a librarian without a cartographic
background?

Severance: My answer always to this kind of question is, it
depends on the person. Actually a map librarian has reasonable
qualifications of the cartographer also, he must have; maybe he's
not a professional cartographer, but he's close to it.

Dewald: Have you ever switched someone after doing that cataloging
for a number of years over to book cataloging?

Severance: No, I do like Miss Liebermann: these people in that
area are all cartographers or cartographic assistants and they all do
everything: they are involved in collecting, or acquiring, organizing,
and in serving the public: it's only five people and it presumably always
will be across the board.

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DeWald: Has anyone had any experience in moving from one type of material that is quite different, say from publications and periodicals?

Severance: I move people from books to documents.

Conover: So do I.

Wesley: Aren't they technical assistants to the director or some thing like that?

Severance: Well of course, if we get large and specialized enough like the Library of Congress, we will even have all kinds of specialists within cataloging for example, descriptive cataloger as opposed to subject cataloger.

Liebermann: I would like to mention we have a contractor who is analyzing coding reports for us and he is not using library trained people at all; he started off with chemists, electronics engineers, and physicists versus these three people. Now, they are doing the same work that our library staff does as far as analyzing coding reports, so it's just a matter, it seems to me, of recognizing that these people have a place in the library, and that they can do work with a small amount of training.

DeWald: Mr. Jantz has just joined our group and it may be appropriate to check one point with him. One topic we have been discussing as well as others which might be interesting to you is the business of subject specialization within library fields, qualification wise and utilization wise, needing an engineer, mathematician to catalog books in that field. Present regulations, qualifications wise, he must qualify as a librarian.

Jantz: Are you saying that you're all professional librarians and have a full knowledge of library science and are using people who do not have a library knowledge to do the coding, that somebody has established the system, and somebody has to make the codes and somebody has to do the overruns - you have to use support people who are not librarians?

DeWald: No, we are talking about in a library that specializes in a highly technical field, bringing in a librarian who has no knowledge in this field such as medical and law. If you were to say an engineering library, highly technical, could we bring in an engineer and have him cataloging, and doing reference work and so on?

Jantz: I understand from the last panel that you can't get librarians with scientific knowledge. Could you then get scientists, train them, and

run a library system with your professional knowledge and use scientists to do this kind of work in coding and classifying?

Severance: I think the question should be restated. Maybe we could, but we can get by with it under Civil Service, and if not, do we need to recognize and delineate the recommendation as to what needs to be changed, so that we can do that?

Guntz: As I understand the subject matter of your meeting, it is to come up with a recommendation to the Civil Service that will enable you to operate. After all, this is your primary duty, you have a function to perform. If you see a way of doing this with the use of your own professional knowledges, and such aid and assistance as you can get obviously from what I have heard, the untrained clerk is not fully the answer. You need somebody else, and you are seeking particularly your specializations. You need someone who can handle your system and adapt it to their scientific fields of endeavor. Do you people feel it would help if you had such a classification; could you attract the scientific talent that you need to work with in other than this field of discipline? Could you get him into a library to work in the research aspect of researching pamphlets and so forth?

Severance: I have no thought on that; I've never tried this; I have no experience in this.

Lieberman: Most of them start at GS-7, I believe. You can bring in librarians as GS-7 if you have the job, and with some of the programs in the libraries, I don't see any problem in promoting them on to GS-9 and GS 11 and on up. If they have sufficient interest in the subject, they could rise or go up, as the librarian goes as rapidly as they could go up elsewhere.

Guntz: I might say this from experience in recruiting other professional disciplines. At the present time many of the scientists have opportunities in glamorous and expanding fields, and kids coming out of college come to work at a place like White Sands and they won't come to work in a District Engineer office where they work on dams and bridges and dredging harbors. The ability to appeal to the young graduates and to get them to come to your organization and to offer them a career within your organization is a matter to be considered.

Holloway: I don't think we are going to solve the problem of shortage of personnel, either in the library profession or any other profession, by anything we are saying here, and the chances here are that a person who is

Samuels: May I speak at this point? First let me tell you what I plan to do. In time I am going to move to the next session and if I take up a little more of your time it will be because I will not bother you any more after this one. On this point the proposal that we develop a technician standard doesn't necessarily mean that it has to stop at a GS-7. There seems to be a precedent in other series. Let me make a proposition and see how it sounds: Suppose I, in addition to the professional librarian standard, develop a new series for librarian technicians. It runs from GS-3 up to GS-9 with an open end at the top. This would overlap the bottom of the professional series for GS-5, 7, and 9. That would mean that these would stand side by side grade wise, but would not be doing the same work and would not necessarily be in the same series. Presumably, the technician would be specialized in one kind of library function. I have an analogous situation; I've taken out of libraries; maybe we can be a little more objective about it. I did the occupation standards for laboratory, biology and laboratory, technician, and here technicians working in a variety of complex procedures, and scientists, and supervisors would say, "Look I can't do my job in this laboratory without my technician; he's much better than a PhD coming to me who doesn't know how to handle the glass work in this delicate technique, but he doesn't know the theory; he can't go into a top-notch scientist job; he never will become a theory technician, but my ceiling is GS-6, I can't pay more, but I have got a man out here who is a scientist and my whole program depends on it." So what I did was provide an open GS 11, - I enlarged laboratories. Sometimes these technicians would supervise other technicians, still never would be a scientist.

DeWald: Isn't that the same line?

Severance: This is exactly the point.

Samuels: It is the same concept we developed for engineers. I see no reason at all, if this is the factor that we've discussed, why I couldn't do this for librarians.

DeWald: Would this group like for us to include in the summarization of our proposals something along this line as one of the things that would be helpful to us in our field?

Canova: In the 1411 series?

DeWald: A new series that she has developed called library technicians.

interested in physics, for example, will not want to do bibliographical or cataloging work; that's not their main interest.

Severance: During the informal conversations that we have had in the course of yesterday, and the night before and last night, one person has suggested that possibly we should develop the 1411 series in this regard. I don't know whether we have talked about it in here this morning, but you have a library technician let's say, at GS-11, but that he would never be in a management or organizing or planning function in regard to a library; he would be a performer; he could be a supervisor, of course, of assistants. This might be a recommendation; we might want to talk about it at this time or possibly later.

DeWald: Yes. I think we should definitely get into the 1411 as well as the 1410, as a possible solution to some of the 1410 problems.

Quint: I think you could solve the problem by Mr. Severance's suggestion, and by making progression within the library complex through further training in library science. In other words, if they want to move from a specialist and progress further in the library, the training should be in the library field and should be a prerequisite. If you want the person to stay in a limited area, you should have the series progression for that also. This would be the only problem in our library systems. You also would have the same kind of progression; we talked about the 1411 progression in areas like acquisition, budgeting, personnel, administration, areas which are important to the library, but not specifically within the library professional training.

DeWald: So, this statement you made about 1411 being elevated in its grade structure, did not mean that they would never become eligible for the 1410?

Severance: I haven't any ideas about it. The idea was put in my mind at the time at this meeting. Thinking about it only here, I would say that the field there already exists a need for, and many of us have seen a lot of people in a job, developing library technicians but always with the limitation that as a library technician they would not perform professional library work; if they want to consider changing into the 1410 series, they would presumably will have to meet the same qualifications as standard in the other.

DeWald: Do you mean in a position with the present limitations of the 1411, a technician? He may take a position in a really isn't professional position, is that a reversal?

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Samuels: It wouldn't be a junior librarian; he is going to be a library technician with his own dignity and his own specialty.

Guntz: Mrs. Samuels, do you see any advantage to the three series breakdown now as exists in the atomic field, the accountant, accounting technician, and full professional level?

Samuels: Do you need a specialized clerical series in the library?

(A positive reply was indicated by members of the panel.)

Samuels: A clerical job is a clerical job.

Batterman: I'm thinking in terms of Air Defense Weapons. Our clerical help must have knowledge of terminology in all air defense weapons. It comes with the familiarity of subject matter that the clerk has acquired over the years.

Samuels: I'm wondering if the clerk hasn't become a technician.

Severance: I think this is the point--where do you stop being a clerk and where do you start being a technician?

Batterman: That's right. There's no provision at the moment for promoting this clerk who has become mature and knowledgeable in this terminology.

Samuels: All right the new series. The changed series should not only provide for this.

Guntz: Is there a way to take a clerk and move him into the 1411 or the same grade level for one year, and when he's eligible to move him up in the 1411?

Severance: Is there a way? I'd like to know it!

Guntz: We've done it, and it's been accepted as far as I

Samuels: Certainly. If you can't then, there's something wrong with the system.

Severance: Mrs. Samuels, I think I'm correct in saying this, the 1411's are already above some of the things you've spoken about; they are 1411's at the 1411's.

Samuels: I think the machinery is available for you to do these things now. We have knowledgeable personnel people using what's now on the books, but I think I can make the personnel man's job easier by sharpening these tools for him a little bit, and as someone has pointed out we've got good and bad librarians, we've got good and bad personnel people; the better tools I can give the better personnel will be.

DeWald: Unless someone has an objection, I would like to offer this as one item for consideration in whatever form we are going to submit it.

Canova: Would we have time while Mrs. Samuels is here to bring up the subject of specialists which we have been talking about before?

DeWald: Mrs. Samuels, we have been discussing the need of subject specialization in the library but cannot qualify these specialists. Should we have a series that would allow this?

Samuels: I think you people are going to have to face up to my basic problem about the relationship of the general purpose librarian, and this technical librarian. Are these people interchangeable back and forth between these two kinds of library jobs? Are they interchangeable at any level at the five, the eleven, does the distinction between the special librarian and a general purpose librarian go back to the end of graduate training or does it occur at some later date? Do you want a special series for specialists, special librarians? Do you want that broken out from the plain librarian?

DeWald: We're not sure.

Samuels: A different series?

Severance: No. (And other panel members said no.)

Samuels: These are things which I have heard discussed and I've heard some differences of opinion among you and there're other things we ought to resolve.

Ratterman: There's a great difference in the librarian who operates a recreation library and one who operates a very technical library - there's a great difference, not in basic training but in experience.

DeWald: What they're getting at Mrs. Samuels, is this type of situation. If the library has a highly technical subject field, let's say engineering, the librarian in a nontechnical library could

come in and maybe might have trouble with the subject filed and how it's utilized by the user to do extractions, abstracting, or analytics.

Samuels: Can you use an engineer without library training and train him easier?

Ratterman: No, he has to go to library school.

Severance: I'd like to get back to the point, she said now should there be separate standards for special librarians and I said no.

Samuels: Separate series, the same as if it were two different occupations.

Severance: I say no, I say they should be recognized within the existing standards rather than having a separate series. I think this would bring about what you are worried about Mrs. Ratterman.

Ratterman: Mr. Severance has said it.

Samuels: That means that at some place, the five or the seven, maybe as high as the nine, people are going to be interchangeable.

Etter: Basically those who have been to library school have got the same fundamentals and background in training from the concept of the different schools and I still say that those people can go into all phases of the work and they can apply themselves if they're willing to learn and they should not be jeopardized or a stigma should not be placed on the fact that they are not capable of crossing over into the different fields.

Samuels: At least at the bottom of the ladder.

Etter: That's right; and you do run into that, those that have degrees in library science have received the same fundamental class work and training; your special comes as you progress in your career and in your field of work. You go toward administration; you go toward cataloging; you go toward reference.

Samuels: Now, now, wait a minute, that's different, that's not what we're talking about.

Etter: Yes, but basically their fundamental class work and their training and their teaching in library school.

Samuels: All right, but the second part of your statement isn't what we're talking about.

Etter: That goes to their career and the phase of work they follow.

Samuels: Just a minute, I have to pin this down. I thought that what you were saying was that basically you have a library science and that they may specialize in engineering or chemistry or one of these, medicine or law, but those functional breakdowns that you just mentioned would be part of the techniques and all librarians should have them.

Etter: Yes, that's right.

Samuels: I think that a person specializing exclusively in one of these functions would be a technician, not a professional.

Severance: Depends on the nature of the job.

Parrish: You have your subject there too after you reach a certain number of years in the reference that is, as I am, and going into medical, well then you are more or less setting your own standard there as a reference and by medical subject field.

Etter: But before you got to that phase you had the same basic class work and training and subject training as all of us had who got their degree in library science.

Samuels: And now switch to other phases of the library work within the medical library.

DeWald: Mr. Parrish, are you saying that you were a reference librarian in the field of geology and you took a position in a medical library, and you would not need any subject knowledge of the field.

Parrish: No, no. You have your standard right now for medical. When I took the job I have now there was a year more experience needed before I could go up a grade. I mean you couldn't switch without a certain number of years of experience.

Samuels: In medicine.

Parrish: In the medical field.

Samuels: But granted that you could switch from one of these functions to another within the medical library, do several of them or all of them?

Parrish: That gets into something else there; personal points.

Severance: You brought up another point, Mrs. Samuels. I wonder whether we have full communication. You mentioned that if a person is a specialist he might be described as a library technician and my answer to that is that it depends on the nature of the job within the specialization if he, for example, is an organizer of a special library and has under him these technicians he is really a librarian under 1410. Depends on the nature of the position.

Samuels: Could you have a library technician who was not qualified ever to be a professional librarian who was specializing in say cataloging in a large library?

Severance: I don't think this problem would arise because to become a cataloger you've got to be a librarian. It's part of the science; it's inseparable.

Quint: I think this interchange of the general versus the specialist is conditioned to some extent by the training which goes on within a library. A certain requirement is set up by a library before a person is promoted to a higher grade which involved basically special training within that library specialty.

Severance: I think a very important word has been omitted in our conversations about the difference between the definition of a technician and a librarian and the word is "professional"; we need to define if we aren't clear what professional is. To me this has along with it something more than how to perform something that has to do with inner-drive and standards which have set the freedom to make a great many decisions based as the Civil Service now says on the broad knowledge of the area, the theory behind it and all this kind of thing; the technician might not need that at all. A technician for example would be a specialist on how to order books for a library or how to run a loan desk; a professional librarian never needs to run a loan desk unless he doesn't have an assistant to do it.

Samuels: Could there be a situation in a general purpose library branch where the person in charge of that branch would not be a professional librarian?

Severance: I think so, for example, if we organize as I think we are going to, a library for the hospital patients on our Base, we are going to use Gray Ladies; these are volunteers but there will be a professional in the background organizing this.

Samuels: Yes, in the main library.

Severance: Away in the background, but she will never serve patients; she will have to determine what kind of books will be there, and all this kind of s'uff.

Samuels: Before you load up (getting ready to go to lunch) I have a thing to say. I want to tell you all how you can reach me if you want to get in touch with me, if you are in Washington I'm easy to reach, it's Code 129, Extension 5002, at least it was a month ago when I left, and you can write me at the main Civil Service Building, Washington 25. In four to six months whenever I finish learning all I need to know about librarians, I will have written a standard, tentative draft of standards which is distributed routinely through personnel channels; in most cases the personnel office sends these copies out to people and ask for comments. If you get such a paper, be as rough on me as you can because this is your chance to correct where I have failed. You want to be sure that I get a copy of your comments so copy me in because the largeness of our organization sometime all the comments coming through the field don't reach the Civil Service Commission. Our procedures are such that every comment we get must be accounted for, we either have to adopt the suggestion or in the margin explain why I did not account for it. You can be as rough as you want and I can get back at you in the margin because they never get out of our files.

Guntz: I may not be back. I have just one question I want to get some clarification on before leaving. In the discussion of this group on the qualifications differentiations here, the impression I received was that there is an agreement that the functional breakdown are adequate, that is administration, cataloging, reference and so forth. I do not get the feeling that you are satisfied with the breakdown as between science, law, and medicine, and other technical fields that you are dissatisfied with the application of the standards in that subject specialization.

DeWald: Some are and some aren't; it's questioned

Guntz: There's no agreement.

DeWald: No there's no agreement.

The panel adjourned at 1120 hours, 27 September 1962, for the lunch hour.

The afternoon session of panel 2 opened at 1315 hours, 27 September 1962.

Panel Members:

Miss Ruth Wesley
Mrs. Eva Liebermann
Mr. O. W. Holloway
Miss Madeline Canova
Mr. James H. Parrish
Mr. Robert W. Severance
Miss Mary Quint
Miss Freddie Etter
Miss Helen Ratterman

Mr. Ernest DeWald, Leader
Mr. George Bragg, (WSMR CPO)

DeWald: We are already, of course, off schedule as of this morning and got out a little bit more a while ago when we were told we had to be on the bus at four o'clock. This one topic we were on quite a while doesn't look very promising but I think we have had enough informal discussions over the lunch table that we might want to come up with something, but I want to say one other thing. I'd like by two-thirty which is our stopping point for the topic on qualifications to go into position classifications unless this group wants to take more time on one and less on the other; it's not scheduled here; we can do this as well - go a little bit through the 1411 along the lines of some of the things that we talked about this morning and also some of the informal conversations we heard at lunch about the 1410 of higher levels, eliminating possibly the five level, etc., go back to the particular area of specialties, if that's what you want to call it, subject specialties, keeping it maybe within the library standards, or not keeping it, whatever it might be. Does anyone have anything particularly you want to propose or have me as the panel leader propose tomorrow in the final session as one that this panel thinks would be something to consider?

Quint: Would you restate your question, I'm sorry.

DeWald: The question of whether there is a desire or problem subject specialties? Do we leave this in the library series by adding something to it or do we do anything at all? Bob, you were talking with George Lockett and you might like to comment on that discussion.

Severance: One of the other panels discussed recognizing the special area of some of the sciences as demanding our gradation of position. In other words, meet competition by considering this needing a higher grade than its counterpart in social sciences or some other field. The way they put it is this; that there would be three categories of people in the 1410-1411 area; one would be the general or just libraries, 1410 as we have now; the next would be the 1411 including the library technician idea we were talking about this morning; the extended 1411 which is both clerical and technician; and the third would be the science or special librarian in the science field, and that the same standards of the 1410 standards would have subparagraphs or a special section for recognizing this third or special category. It seems to me that one way to define this is to say that you would be solving a shortage, critical shortage qualification area by classification activities and I'm just sure the Commission would look with great reservation on this point. For one thing they would say "well librarians you haven't even been put on the critical list yet as far as salaries are

concerned; you have for moving to the first job but you are not yet in on the salary, you cannot hire a librarian at the top of his grade but you can hire a physicist at the top of his grade the first time he comes to the government". I'm just sure this is one of the answers you would get from the personnel people.

Canova: Well now did you in talking about the library, about the technician - I had not gotten that impression this morning; it's probably because I don't approve of it, but I got the impression a while ago when you were talking that if you want a subject specialist you can bring him in as a technician.

Severance: I wouldn't say so because you couldn't have a technician in reference.

Canova: I was going to say I don't approve of it as bringing in a professional person; if I'm going to be able to bring up an astro physicist I would not want that person as a technician; the connotation as well as anything else for that person, I wouldn't want him as a professional under the present set up I would attempt to put him in as an Intelligence Research Specialist. I know of one that we could have used in such position.

Severance: Well, it's my own point of view here that the library technician series should not be proposed as an attempt to solve the scientists answer here; it has to be with the performing of library procedures in technical activities such as a loan desk; and assisting in certain aspects of cataloging, preparing elaborate order forms, this kind of thing.

DeWald: Let me go back a little bit then; I had made a note here. Am I getting the opinion that we want to stay away from the term "Library Technician" series-- in other words extend the 1411 library assistant series from the seven on up however high we might go into this technician business?

Severance: Well you simply would define the 1411 as library technician and you would extend the grade coverage.

DeWald: Would rather call this "Library Assistant"?

Canova: Yes, because now it's tied in with the file clerk series.

Quint: Would it be possible that a third series could take care of subject specialists?

Severance: I believe this is dangerous myself.

Rattermann: It's very dangerous because in the Army we have a Lieutenant Colonel who retired and he was at one time associated with the library; by

virtue of the fact that he had all this experience with the Army he is now a subject specialist and he has about a GS-11 or 12 simply because he's a subject specialist; he's not a librarian. It opens the door to people who can enter the field without really - theoretically they are trained but actually they are not.

Severance: You're talking about qualifications here.

Ratterman: Yes.

Severance: The same principle could apply to any kind of situation in civilian personnel.

Ratterman: Yes.

Quint: If there is a need for a highly specialized and highly trained subject person within the library complex, how are you going to fit him into the thing series-wise in our present setup?

DeWald: Isn't this going to be more of a problem as automation develops?

Ratterman: I'd like to know what Mr. Severance has to say as to why he thinks this is dangerous.

Severance: To set up a separate series? Well, because they would then be running libraries.

Ratterman: That's right, and they are not librarians.

Severance: Now what Mr. Lockett said was, "let's make them librarians; let's pay them extra because of their special qualifications." An illustration, on my staff I have an oral visual function; if they are illustrator parenthesis medical they are GS-9. Why? Because the subject matter enters the classification, they may not be a better illustrator or have technical ability, but they know enough about the anatomy to illustrate highly technical subjects.

DeWald: How do you feel about this approach -- thinking now about the danger you were speaking about -- let's assume you had a highly specialized selection and you were in a cataloging area, you did hire a specialist, maybe you didn't even call them librarians on the basis that the direction of that operation however is by a librarian. In other words, the procedures in the system under which this thing is processed, is directed by someone with library background even though subject wise you are using somebody with a science background.

Severance: The answer, on the basis of our conversation at noon, that I give, is that we were discussing only 1410 and 1411, and what we are proposing is to add to 1410 a special category for recognition of science and giving higher grades; when a person doesn't have science it is still 1410.

Holloway: Let me see if I understand you correctly. We have four major categories here; are you adding a fifth now?

Severance: No, I'd say we have three major categories.

Holloway: You have administration, acquisition, cataloging, and reference.

Severance: May I comment on what Mr. Holloway said now. He said we now have four and were adding a fifth; he's referring to the subjects that I mentioned, physical science, biological sciences and so forth, and what we would be saying is that we would pick out of this, certain sciences that would have to be defined so that these people would get a higher grade because they are qualified in that field.

Holloway: Well, now I'm going back to the a. part, the function of specializations, in order that they fit into that if it's the 1410 series, would it be under reference?

DeWald: Isn't Bob saying that he still has to be a librarian? Luckett's point was he would now go out and look for somebody who has a library science degree but in his major he had 24 semester hours in geology, and instead of giving him a GS-7, which would have been the normal entrance grade, he would give him a GS-9.

Liebermann: We will still have a shortage, if we are going to require the library degree, because I know in our own field of engineering you probably couldn't get enough people with library degrees in engineering to staff the engineering libraries. It's been proven time and again.

Severance: You could get enough to be the bosses?

Liebermann: Perhaps, if a good engineer gets GS-14 or 15 salary.

Quint: If you do set an incentive in the qualification for these special category shortages, we are going to find, I hope, that people in this field can add these to their present qualifications.

Severance: Hope is the right word.

Quint: Yes, I know.

DeWald: We have already agreed about a higher level of the so-called technician series and now we are talking about putting provisions in the 1410 that would allow for the scientific, or subject specialty area. Does anybody have any suggestions?

Severance: I'd like to suggest that for procedure we put this down as our tentative conclusion as of this hour and review tomorrow just an hour or so before we go to the final summarization.

DeWald: We may find that we don't have as much time to spend on wage and salary part of it, so we can come back to the other.

Severance: We'll review your proposed report; in other words, just at the last hour.

Canova: I'd like that very much because I will think that we are going to have to face up to this, the Western Reserve, and that's not the only one, has set out that there is a definition between a librarian and distinguishes between what they call a documentalist. I will bring those definitions tomorrow; I'm extremely sorry I forgot them.

DeWald: Do you think we can compete with universities, and commercial areas on this topic?

Canova: We need to face up to what we will be getting into the service, and already have in the service, and I know for many years some have been doing their best to get the Documentalist established because of the subject specialist.

Severance: They've lost that battle at least twice.

Canova: Yes, but it's not dead; we're having it and I know of too many instances, I will not name names, persons, who are hitting upon this who do not have the library background, and they came in under any number of varieties of titles.

Severance: You think we are going to have to discuss frankly the relationship between the quota documentalist and quota on one hand, and the libraries on the other?

Canova: Yes.

Severance: I'm perfectly willing, if the Panel wants to later.

Canova: You've just been flooded the last few years with all these announcements on short courses and the information they teach; they are sponsored by library schools. I like to see them sponsored by

library schools, because in the first place I think our own profession needs a lot of instruction in that field. Many of our problems we can blame on ourselves, they come right back to us, so that we had better get to the point, I for one, very definitely want subject specialists on my staff, and in certain areas I would not require a librarian. I want the controlling all set up, because I still think we can't get away from basic principles and practices that have been tried. In the meantime, if I want to hire a physicist, I want some way in which I can do it, but at the same time I want it recognized that he is not going to come in with the same sort of background that I can expect of a graduate from a library school. I know I have to teach him certain things, but he has a lot to offer that we are not going to get in library school, and I certainly could not encourage him to go through and take up a highly specialized subject major and then add on to that another year in library school and come out and earn a GS-7 salary. You simply cannot tempt top level people.

Severance: Can you hire him now as a bibliographer or information specialist subject field like chemist parenthesis bibliographer? I don't know if there's such category.

Canova: I would go at it under the Intelligence Research Specialist parenthesis chemist or physician, just as in the case of Library Assistant. In order to facilitate our recruiting we have Library Assistant parenthesis typing, but that person is required to have typing skill.

Severance: You have named your own solution; we don't have to talk about that - you've got a solution.

Canova: Well it varies with your personnel office, what you can and cannot do, I know that from personal experience too. Let me take that up tomorrow when I have those definitions.

DeWald: Miss Quint, did you want to say something?

Quint: I think it's pertinent to comment that I believe we are in danger of being defined out of control of information. This same Western Reserve University had a conference on documentation that I attended, and their comparison between a librarian and documentalist was. "the librarian sits with her one book at her disposal; and if the answer isn't in the one book, she doesn't know what to do. While this inventive documentalist with his consultants can produce this information." Now this is a crude analog, but this is basically the way it was made. The problem which we face in this discussion is that we have to make our base broad enough to bring these specialists in and still maintain control.

DeWald: Could we go to the 1411 from the standpoint of another item which was discussed at lunch time a little bit? The question of entrance level. What about the present 1411 Library Technician series running from GS-1 through GS-7? Has anyone been able to recruit GS-1 or GS-2s?

Liebermann: We have solved the problem over the years by what I consider a dodge. We bring them in as a GS-3 clerk typist, after one year of library experience, you move them into the 1411 series as library assistant.

DeWald: That's still a GS-3. Doesn't this present a recruitment problem to you by the fact that he has a year to wait if he can get a clerk typist job as a GS-3 and then have a GS-4 as a clerk typist?

Etter: Could you bring them in as a GS-3, clerk, GS-3 to GS-5 and GS-5 to GS-7 as a library aid, and GS-7 to GS-9 or higher as your technician, and have that as a training period in your program?

DeWald: Do you think it's dangerous to get in the clerk series for the library technician type work? In the event of a reduction in force you would have many clerks in administrative areas coming to you.

Canova: I would like to raise another question in connection with this. I have found it extremely difficult to be able to get ratings for my library assistants above the GS-5 level. I personally would think a technician level should start at the GS-5 level if you had a person long enough to be able to classify him as a technician. I have never been able to get a GS-7 library assistant rating.

DeWald: Are you saying then that the 2, 3, 4, would be a different title than the 5 say library assistant and then go to into library technician?

Canova: Yes, there you would become a technician. I'm thinking of the library assistant; in the first place I would like to see it completely divorced from the mail and the file clerk series where it is tied in right now.

DeWald: Do you feel the technician series would run up to a GS-9 or GS-11?

Canova: I believe it would. At least they would start pressing you personally to make them librarians.

DeWald: If you went ahead then, and hired your lower level, that is, below the GS-5 level called your library assistants, at what level do you think that should start? Two, three, or four?

Canova: I'd start the library assistant at GS-3 without any experience, because of the point you made regarding clerk typists. Why should they go in and become a library assistant GS-3 and wait a year to become a library assistant GS-4 when in six months they could become a clerk typist GS-4?

Severance: Why don't we make, for review tomorrow, a general statement which would be that we would have library assistant comparable to 322 which is clerk typist up through GS-3 and 4; beginning at GS-5 they would be library technicians and they would go up every step, GS-5, GS-6, GS-7, GS-8, GS-9, GS-10, etc., and they wouldn't be professionals.

DeWald: Would you agree to bring a high school graduate in at a GS-3 without experience?

Severance: Comparable with 321 - it should compete with 322

Ratterman: They should, because most library assistants are clerk typists.

Severance: What I'm saying is, why don't we recommend that the 1411 series start at GS-3 and include only two grades, GS-3 and GS-4; and that the qualifications for GS-3 be the same as the qualifications for GS-3, clerk typist.

Canova: I agree with you.

DeWald: Doesn't the clerk typist require taking a typing test and a general test?

Severance: Well we might make a mistake and tie ourselves down with typing. I don't know what the answer is to that; presumably most of them do typing any way.

Holloway: Why not call them clerk typists?

Severance: For the reason he defines; if you put on 322 then you are subject to riffs and bumpings from the whole mass of 322's; but if you want to stay out of that you put them in a certain series.

Holloway: All right, so what; if they are all qualified to do the same job what's the difference, you are just protecting your own empire.

DeWald: Would not the one you have be better qualified than the one you would be getting?

Severance: The essential point is that the 1411 learns by doing. This is basic, and once you have had him six months, he's valuable to you and you don't want anybody bumping him because he's a special kind of 322, that's the only reason.

DeWald: I think we've pretty well covered the 1411 now with the different categories but what have we done to solve this GS-3 business?

Severance: Are you following this outline? Are we going to get to paragraph d.? I want to discuss l.d. on about the fourth page, "Qualification Standards." I think this is a very important point to discuss.

DeWald: Isn't this where the GS-3 is falling into?

Severance: As far as I can remember this has to do with 1410 only; it's qualification standards and I know that some of the people here at this meeting have a point of view with which I disagree, and I hope that this group will want to talk about this topic and give us all a chance to think about it.

DeWald: You mean about lowering the qualifications to recruit a GS-5 librarian, 1410?

Severance: I don't know what the man who wrote this means, but presumably the general principle here is that they are proposing if you can't get enough librarians who can qualify under the present standards, that you lower what it takes to qualify them. Then more people will become available and therefore you can recruit, and I'm ready to jump to the defense of my statement which is, you don't do this. You don't get the job done by pulling in unqualified people; solve your problem in some other way than to lower the qualifications. This is not the solution to the problem of recruitment. Now the reason that topic was put in here was to discuss that point.

DeWald: These topics were made up by various people on Logan's program committee. Wouldn't it apply to both series 1411 and 1410? Does this hurt you or help you? We should discuss it.

Severance: We've already proposed to reduce the qualifications standards for the 1411.

DeWald: Right. Now we can discuss it from the standpoint of the 1410. How many of you have trouble hiring 1410's? And what do you think could be done about it?

Wesley: Raise them, don't lower them.

DeWald: Is that really the problem?

Wesley: Yes.

Quint: I think one of the problems on recruitment is the potential for advancing areas doesn't appeal to the potential candidate. A great deal has been done in the scientist fields with rather carefully programmed courses in advancement plans, not too much has been done in the library field. Part of the basic problem is this very shortage of personnel which makes such extras untenable, but I think career advancement is a serious problem in recruitment and if we improved the quality of our job opportunities, we would have far less recruitment problems.

DeWald: Have any of you used the Civil Service Register recently?

Liebermann: Yes.

Quint: We have our own register.

DeWald: In your District?

Severance: On our base, for the 1410's.

Ratterman: How do you do that?

Severance: The Region couldn't supply us qualified people; they threw up their hands at our requests and made us a local board, and this is true in many places in this country. Cleo Cason has her own at Redstone.

Holloway: I think one of the things that was suggested at our meeting in Washington was the possibility of establishing a national register, and that is actually what we were intending to get to in this discussion.

Severance: Let me put this business in paragraph 1.d. in different words and see what you think about it. Suppose we would say the present qualifications for a GS-9 would be a college graduate with a library degree, and one year of successful experience as defined in the qualification standards. Suppose we would say that should be qualifying for GS-11 not for GS-9, and moving backward would mean that as soon as you leave library school you start out as a GS-9.

Wesley: That's all right, the experience is not so much value.

Severance: Now this is one way to say would a reduction of qualifications help recruitment?

Ratterman: No.

Wesley: You think experience ought to be in there?

Ratterman: I don't think reduction in qualifications would do.

Wesley: He said experience in the qualifications. I think the experience could be left out, Mr. Severance.

Ratterman: I don't understand that.

Severance: Actually there's another point. What the qualification standards do is this, they say that for the job as described, that is the GS-11, reference librarian, it takes the following qualifications for a person to perform that successfully. Now, we are willing to say that a person right out of library school with one year's experience is ready for GS-11, reference, or that a person right out of library school with no experience whatever is ready for a GS-9, as defined in the standards. As you all know, they now come in as a GS-7, and if you have a position upgraded to a GS-9, they can go to a GS-9 at the end of one year.

Wesley: That certainly tempts people who say, "I'm not interested in anything but university reference work."

Severance: If we wanted to recommend this, we'd have to be able to prove our point. To perform GS-9 work you don't need any experience, only need education, right out of library school.

Wesley: There are so many hazards. Think of all the red tape and having to get the clearances. We have to offer something to offset them or we will never get the first-class people.

Severance: The reason I have presented this problem is to stimulate discussion so we'll understand the point. This is another thing that we might want to discuss with our colleagues tonight and discuss it further tomorrow.

Quint: Of course, this brings in another point too. If we should decide that one year qualifies a person as a GS-9, then when you have people on your staff with ten or fifteen years, you are going to have to upgrade your structures with this qualification change; it would mean an upgrade of your structure. It wouldn't actually be a drop in the standards in one sense, would it?

Severance: We are getting into definitions now, definition of terms. Actually you would not have to necessarily upgrade positions, you just say what the person has to have to qualify, if less than is now required. You take him out of library school as a GS-9 instead of as a GS-7. Now I'm assuming another thing which may not be true, and that is that all librarian positions are graded at GS-9, or above. The only reason you ever have a GS-7 is because you won't qualify a person right out of library school and as soon as you get him qualified you move him into a GS-9. There is no excuse whatever for a GS-5.

Quint: I think this may be a practical solution to the problem that we may be moving toward the master's in library science.

Severance: Well what we would then do would be to say yes to paragraph 1.d. We would like to see the standards lowered, and then we would have to define the way in which we would like to see them lowered, if we agree with it. Now I would not like to see the standards, the educational standards lowered for minimum qualifications, and this is what some people are going to propose. Let's start taking people with 12 hours of library science to an undergraduate minor and qualify them for a GS-7. I don't agree with that at all, but some of the library jobs presumably can be performed successfully by the opinion of the supervisors by a person who has an undergraduate minor in librarianship, and no graduate work.

Quint: I think in many specialized libraries this is not true. In most libraries, in any library I've worked, I wouldn't say it's true.

DeWald: How do you feel about qualifying 1411 after appropriate experience for the 1410 GS-5?

Severance: You are saying that one of the ways to qualify professional people is by bringing them in as 1411's, and then let them gradually, step by step, qualify to the 1410? This I'm opposed to personally.

Quint: Yes.

DeWald: Why?

Severance: I think that this definition of professional librarian that we started talking about this morning requires that which you get by a couple of college degrees and the broad subject study that you have.

Wesley: Or the philosophical background part; I think you have to have it for the right attitude.

DeWald: Aren't you faced with this business of supply versus demand? If you don't have the supply what do you do about it?

Severance: You don't lower the standards that way.

DeWald: Why couldn't you try being very selective? Would not some 1411's eventually be capable enough for professional series?

Severance: We can name some of the best librarians that we have at this meeting here who are not even college graduates and some who have no formal degree in librarianship.

DeWald: Doesn't that point out that this approach on 1411 would be satisfactory?

Severance: Ought to send them all to library school, possibly at government expense.

Liebermann: They can qualify under the government training program; but they have to maintain a certain average.

DeWald: Aren't many agencies promoting GS-5 1411 whom they feel have the potential because they are not able to get the people?

Severance: I would say, you can't define a 1410 position at GS-5; there's no such definition. The lowest performing job is a GS-9, a GS-7 works under the supervision of a GS-9 and you can't define a GS-5. There is no such thing as professional work at GS-5 level.

Holloway: You've got them all over.

DeWald: Don't your standards cover the GS-5?

Severance: What I'm saying is this is the position we should take.

Quint: Yes.

Wesley: Yes.

Severance: And I have been able to swing it and I'm sure other people have too.

Quint: It seems to be the consensus that the professional series should start with a GS-7, and preferably that the beginning librarian

with a master's should be a GS-9.

Severance: And in the same respect, I'd like to see us propose that any position which is classified at GS-9 and for which you are recruiting at GS-7 ought to get a brand new graduate at that level and that that first year be considered an intern year and that this person's experience be as broad as possible. Now as it stands now you've got to work a whole year in reference before you can qualify GS-9, reference, but this person would be actually more valuable if he worked three months in cataloging, three months in acquisition, and three months in reference; then he could go into either cataloging, acquisition, or reference.

Holloway: That is fine for a big library like yours, but most of the libraries you couldn't possibly work it. We have a small staff in our case; we have two people. There are many people here with staffs of six or ten people. We couldn't possibly move them around like that; we couldn't afford it.

Severance: Agree.

Holloway: Maybe we need some system where we could afford it; but right now we don't have it.

Severance: What I want, I guess, is permissive approval.

DeWald: Are you saying now that you would do away with the GS-5, 1410?

Severance: I sure would, but remember you've got 1411 GS-6's and GS-7's already, and you are going to have GS-8's and GS-9's, 10's, and possibly 11's.

Holloway: What you're saying is that we are not making enough use of the 1411 series; we are neglecting that.

Severance: I could not make that observation; I could superficially of course, but I know that it's taken me five years to get as far as I did this past June with the present standards of convincing our classification people that 1411's should go higher than GS-5's. The pattern when I went to Maxwell was that you become a GS 1411-1, then a 2, then a 3, then a 4, then you become a 1410-5, then 7 and a 9. We broke this down and most of you have had it of course. We made a distinction though between a professional person and a person not professional. We established a media for professional, but not by grades. We have a meeting of our professionals, and if a person has a higher grade but is not professional, he doesn't come, because we

recognize professional people as having special responsibility and qualifications.

Quint: Isn't this too developed in some of the larger public libraries in which they have an administrative and purchasing and other staff support duties which are essential and yet not basically professional, and we are just approaching the same kind of organization in our larger units.

Etter: In this structure about which you are speaking where does your person fit? He has to major in library science with just a first bachelor's degree?

Severance: We wouldn't take him in the first place.

Quint: But you might see him in as a GS-7 in your thinking.

Severance: Well actually you have people like that, but theoretically we wouldn't take him. Our position is that we are a university and we need the general education more so than many libraries do, but I feel that the liberal education that is represented by the undeleted bachelor's degree is the thing that is basic to librarianship, and if we don't have that plus a little bit of knowledge of how to run a library, we aren't going to have very strong professional people.

Quint: If you set the master's at a GS-9, you would have incoming GS-7's at the bachelor's.

Severance: I believe at the present time a person can qualify as a GS-7 but I think a GS-7 requires two degrees, doesn't it?

Etter: Yes. Bachelor's and a Master's.

DeWald: GS-5 requires a four-year or AB, or whatever you call it, GS-7 is one year's additional experience or a Master's; GS-9, two years.

Severance: Our local Civil Service Board avoided some of these problems by defining in the announcement that we would qualify only for GS-9 and up, and we defined only catalog, acquisition, reference, and administration, and omitted general librarians, so if a base librarian sends in a 57 we qualify it from the point of view "do you want to be a reference librarian, acquisition or whatever", and if they want to be a base librarian we write back and say "sorry, our announcement doesn't cover that."

Liebermann: I have a question for Mr. Severance. It's based on this whole discussion. What happens after they become a GS-11? How long can you keep them before they will be going somewhere else? With

any experience you would promote them.

Severance: Well we don't now.

Liebermann: You don't?

Severance: We follow the standards which takes that to reach a GS-9.

Liebermann: Then another year for an 11?

Severance: Of course, there are positions graded GS-11 and certain positions are graded GS-9 and you don't get to the GS-11 until a vacancy occurs; you don't get promoted just because you are qualified, but you get promoted when a GS-11 vacancy occurs to which you can be promoted.

Liebermann: We're not restricted; at least that is not in our policy. We bring people in on training jobs for information retrieval. We start them out as GS-9's and with a year's experience they go on to a GS-11, but you see you reach a point where you can't promote beyond that. I only have two GS-12's and my question is, what are you going to do with all these GS-11's that you are going to have?

Severance: Again I say when these people are qualified they should be encouraged or supported by the head librarian in seeking careers in other places of the government, and Jimmy won't mind my using him as an example. Jimmy came to me and said "I want to be a medical librarian," so I found a job for him in medical librarianship and recommended it for him. It meant we lost an excellent reference librarian, but I think this is the way it ought to be throughout. I know that some people don't buy that.

DeWald: Our time is almost gone. I will jot all these down and we will go over them tomorrow. There are one or two other items on the recruitment page that I want to try to answer.

Quint: May I add one more point? If this is true in the upgrading in terms of GS-9's, in the 1411 series it does follow that we upgrade in terms of higher grade levels, too.

DeWald: Aren't you going to be faced under the Civil Service regulations of education "and/or" experience; that when you qualify someone with a masters as GS-9 the same would apply to another with five years progressive experience?

Severance: Well, Ernie, I didn't recommend that. I presented it for discussion only. I didn't say that you should be able to do that.

DeWald: Lets move to paragraph g. on recruitment of 1410 and the effect of the exam requirement. Do you agree to drop this because of the study on the tests.

(The Panel agreed)

Paragraph h. of the agenda would involve the idea of publishing vacancy, I think this came up down at Fort Houston, and no one knew there was a vacancy; in other words, other librarians who were GS-9's somewhere else did not know the vacancy existed. Do you have any comments on this?

Etter: As I understand it, your GS-7 grade is local announcement, your GS-9 is at Fourth Army level, you GS-11 is nationwide.

Holloway: No, no it isn't; it's still at Army level. I had an interesting experience coming back on the bus. You know they have been trying to get a job as head librarian at Leavenworth for some time; it's a fairly good job. They've been writing letters to Paul Burnett, to you, and I guess to all of us. On the bus I ran into someone who didn't know about it and is interested in it, he is a very good person so he is going to look into it now.

Severance: The man who is librarian there, is here.

Holloway: Well there's another situation behind that. There's been a survey made. Anyway they've been recruiting and had very few applicants. The same thing happened at Fort Sill when I left there, they recruited for three months and had three applicants.

Etter: I was turned down on that because of my Special Services reference; they threw my application out because I had been in Special Services all my life, and I'll tell you it's quite disgusting.

DeWald: Item 2 speaks of a list of available librarians, would such a list, at least Defense wide, be useful? I believe Army has already started along these lines.

Ratterman: Isn't there a publication called "Librarian Positions" nationwide?

Wesley: You have to pay for it.

Ratterman: I've forgotten how much it is.

Severance: I'm very much in favor of both aspects of it.

Ratterman: There is the "Librarian Exchange."

DeWald: Who do you think would be a good organization to do this?

Holloway: Back in the old days we did cooperative printings in a workshop now here's a chance for us to put out something for the use of everybody.

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Holloway: I'd like to see a recommendation from this group that the workshop group to come up with a committee for publishing such a list. I'd like to present that to the whole group tomorrow.

Severance: I think we should talk about it before we vote on it.

DeWald: What do you have in mind, Bob?

Severance: I don't think that the publication for placement of the 1411 series is anything like or as important as the 1410. I think if we made proposals, the two ought to be separate. If we can get anywhere with the 1410, let's try to do that.

DeWald: Isn't that the more significant problem area?

Severance: By the nature of the animal, the 1411 is not going to move around very much.

Canova: Until you get up to the technician grade.

Severance: And you are going to have certain exceptions there?

Canova: Your market for the most part can be your local market to satisfy your screening for it.

DeWald: In other words, if we did propose a 1410, wouldn't it be likely if we got something like that through, we could always go at the 1411 at a later date?

Canova: Yes.

Severance: My own feeling is that if anything like this is to be done, it probably would have to be done at the departmental level rather than at the Department of Defense level and therefore as the Army has already made progress, the best and most practical thing now would be to try to let the Air Force and Navy follow suit, rather than to propose it to the Department of Defense as it says here.

DeWald: You don't think that it would be practical to get in to the Defense level?

Severance: Since the Army is already involved in it, I would say this would stop it. They are not going to want to change the program while it's still working.

Holloway: They were going to use this as an office tool too, as I understood it.

Severance: Harry Cook's Command Librarian Conference for Air Force Command Librarians was held in June and this very same thing was recommended to him. This is another reason why I think it might be wise to try to do it by service for the time being.

DeWald: And then what? Interchange?

Severance: Interchange lists.

Canova: Do you get Harry Cook's Book Tips? It is monthly I think. Every once in a while you will see a notation of an opening.

Severance: Of course I'm interested in it, if we could work it, a replacement service, one in which person's background is analyzed. You write in and say I need such and such a person with such and such qualifications and you would be sent a summary of people you could consider.

Etter: In the Army Career Program they are now in the process of analyzing this information and it has been submitted and is at DA level, and that is what the next phase will be. That was a lengthy detailed report.

DeWald: The one person here who would know the most about that is Agnes Crawford.

Etter: I was talking to her about it and she said they hoped to go into that within the next three months.

DeWald: Does anybody have any suggestions on what Bob has mentioned?

Quint: Would it be possible to recommend that a standing committee might work up a suitable procedure?

DeWald: This is along the line of what Bill was saying earlier.

Quint: Instead of doing the mechanics of trying to think it out now, turn it over to a committee and see what will be the most desirable way of doing it. I think we all agree that it's very satisfactory.

DeWald: You think, Bob, that some committee out of this work shop of the Navy-Army-Air Force could by correspondence work up some procedures?

Severance: I don't have any strong opinion on it; I do feel it ought to be done by a service; this means that it would be different in each service; the Army is already making progress. The Air Force is already getting ready to propose it through official channels, and my first thought is, we simply say it's a fine idea and let's promote it.

Holloway: Bob, I have a question, maybe you can answer this. There was an article in the paper not too long ago about the Air Force plan of mobility of civilian personnel. I didn't get much information, but could it affect this? I presume it could.

Severance: I don't recall the details of the article but I know it didn't mean a cross-the-board moving of people like officers are moved. It had to do with a few people that need certain kinds of jobs in more or less a higher level of limitations.

DeWald: Would it be practical for someone like the Civil Service Commission to issue a vacancy-type list of all Federal Service vacancies in this category?

Severance: Why don't we say that we favor the idea and that we would like this workshop to suggest that the military librarian might set up a committee to pursue this matter.

Holloway: What I had in mind is this, if we had a quarterly bulletin (and we would have a difficult time getting a staff for it anyway), that would be an ideal place to publish vacancies. My suggestion was that the Military Library Division recommend a committee to come up with these proposals.

Severance: It's all right with me.

Canova: Is this a project of this body?

Severance: The continuity is just the Division; the Division Bulletin is the one we are talking about, it seems to me it would be appropriate for a Division Committee to do it.

Holloway: Yes, but we could make a recommendation to the Division?

DeWald: Would it be desirable that they have it Federal wide; or Defense wide? In other words assuming you couldn't get a total picture of this at the start, a committee of this type would at least get the military elements to feed into the quarterly bulletin and bring up the list as a starter and maybe work toward the final.

Severance: Yes, and if the committee came from Washington, where people know what's going on and can work together, you'd have to leave it up to them to decide what steps to take and what's appropriate, what they might recommend and push by the Army, and the way to push it for the Army versus the Air Force, these things are committee-type activities. Somewhat in the same connection I would like to see us proposing that the Federal Government, presumably the Civil Service Commission, each year send a professional librarian representing the Federal Government to the Library Schools to discuss with the students, careers in Federal Libraries, not just libraries in the Air Force or what have you, but careers in the Federal Government for the librarian. Members of my staff have taught in library schools and they come back and tell us, and others have gone off for courses, that the state of knowledge is extremely low about working for the Federal Government. There's a great deal of misinformation and a great deal of prejudice as a matter of fact.

Etter: You'll also find that they are only aware of overseas positions and they are not aware of a great deal of Federal Service right here in the United States at the library school level for students.

DeWald: Who do you propose will do this?

Severance: I think somebody to represent Civil Service Career in the Federal Government, not just the military.

Ratterman: I think that's a wonderful suggestion.

Wesley: I think so, too.

Quint: I've tried to kick around with some people the idea of having a program by which library school faculty would come into worthwhile productive contact with Federal Libraries. Perhaps the only time they would have available would be on summer schedules. If there was some way in which we could get a program like this so that library school people would visit one of our libraries or work in it and have intimate contact with the actual work of one or more federal libraries, I think a good deal would be done which would support recruitment in Federal library service in general. We talked a little bit about funding it from the National Science Foundation, and one of the other things we talked about was putting these people in at the accepted service category, but I think the nub of the problem when we talked it over was to make this productive for both the library school and the library. This contact, even if for a short time, should be productive; we shouldn't have people just sitting around saying "no this isn't the way we catalog," they should get into it.

Severance: You have in mind if you indoctrinate the faculty members you could get long-term benefits?

Quint: Yes.

Canova: Some action by the Department of Defense? There is a setup by which they can do it if they have someone who is interested.

Quint: I think it might be worthwhile as a project to give the military librarians group and see what practical difficulties there are in bringing this worthwhile contact into actual reality, because there are some libraries that already have status with the outside field, certain libraries, the Library of Congress and some other libraries, are recognized by library schools, but they happen to be the exception. It would be worthwhile to extend this acceptance.

DeWald: How would you propose to talk to faculties? Are you thinking about the total libraries throughout the United States?

Quint: I think you would have to have a steering committee; you would have to coordinate with Civil Service, and you would have to coordinate some of our career librarians. You'd have to plan it

quite a bit ahead of time. You'd have to plan it almost on a fellowship, on an honor basis.

DeWald: Could these so-called representatives visit library schools, and brief students and faculties at the same time?

Quint: I think you have to show the faculty. You can talk to them but they have to experience the thing and see it and live with it for a little bit longer time than this person-to-person contact because some of them are pretty sales resistant.

Parrish: For what period of time would this student work be done?

Quint: I was thinking of terms of faculty in the summer; it's the only time they would have free time. I think faculty is the big man to sell, then we get up to students.

DeWald: Are you actually thinking of bringing the faculty in during the summer?

Quint: These are the ones I'd like to see converted.

Severance: If we make the proposal at this time, it's just like the one that Holloway mentioned, it ought to be sent to a committee of the Division to work on, study, and see whether or not it's feasible.

Holloway: Do you want to talk at all about the Civil Service Commission having a National Register?

DeWald: You mean today?

Holloway: Yes.

DeWald: It's the only other one on there.

Holloway: The way the registers are working right now, they are almost useless to most people.

DeWald: I think Bill is talking about registers like you have on your board, Bob. The Fourth Region might have another one, the question is whether it should be published as a national one regardless of where a board gives the exam.

Severance: I certainly agree with your observation on that. It doesn't work like it is, and a national register might be the answer. I think this is another one of those topics on which we need to make some specific recommendations.

Holloway: We have to recommend this to the Civil Service Commission and give our reasons for it.

Quint: Somewhat in the light of this, is the problem of overseas librarians transferring back to the United States. This national register might be of help in this area. There should be more positive coordination of persons seeking jobs from overseas areas, and having access to such national register.

DeWald: We will adjourn until tomorrow.

The Panel adjourned at 1555 hours, 27 September 1962.

The Panel convened at 0830 hours, 28 September 1962.
(At the Hilton Inn, El Paso, Texas.)

PRESENT: Mr. DeWald, Leader
Miss Madeline Canova
Mr. Freddie Etter
Mr. O. W. Holloway
Mrs. Eva Liebermann
Mrs. Elizabeth Milner
Mr. James H. Parrish
Mrs. Mary Quint
Mrs. Helen Ratterman
Mr. Robert W. Severance
Mrs. Ruth Wesley

(Two visitors from Tech Library, WSMR)

Liebermann: I would like to mention an experience NOL had in having faculty members work at the laboratory. I know we were talking about it yesterday, and I'll just throw this out for whatever it's worth. NOL had tried that for a number of years, and I think this past summer they came to a decision that the only ones who benefitted from the program were the faculty instructors, that laboratory got nothing in the way of furthering the recruiting efforts, as far as graduating engineers and physicists were concerned.

DeWald: We were supposed to start yesterday afternoon on position classification standards, but I think we were going to sleep on one of the items "the subject specialist." Does anybody care to make any remarks on this?

Severance: What were we going to discuss about that?

DeWald: I think we sort of got hung up on another series or special paragraph in the 1410.

Severance: I had felt for a long time that this is on a topic that comes up next which seems to me goes to one of the things we might use to classify the jobs easier, would be a delineation in these standards with examples of the kinds of jobs we are worried about such as, let's say, technical research librarian, and if they gave a little bit more about which kind of library and what kinds of jobs performed, classification problems would, in my opinion, be easier. The statement I am making is that the classifier's job

presumably would be made easier if the present standards without being changed at all had more delineation of types of jobs that we're talking about. In other words it wouldn't be necessary to set up a special category but simply to use as examples the kinds of libraries we are talking about, if they mention by name research libraries of the Army or of the Air Force or of the Navy, describe what kind of library position this is and presumably go on to say that these people would come under the libraries, parenthesis, physical sciences, because the classification possibility is there now. It has to do with the classifiers using the document, the difficulty that comes with lack of clear understanding on the part of the classifier, what the librarian means.

Quint: If the librarian's job in these different series were indicated, and the requirement for experience in the physical sciences was an integral part of the materiel and useful on job, would that show the training experience requirement that we were talking about yesterday? This is the question Mrs. Samuels posed, "Is general librarian freely interchangeable with the technical librarian?" Well, if in your notes this technical librarian's experience and training were defined, it would be helpful in practice. It isn't, I don't believe.

Liebermann: We had this problem not too long ago, when our classifiers were required to classify our positions with information retrieval procedures being considered, they had a great deal of leeway because they were able to give us the grades we wanted for the work and yet no where in the standards is that spelled out. Perhaps if we confine it too much we are going to have difficulty with some classifiers who will not consider anything except what is actually written out.

Mr. Severance: I think that is a good point. In the past I have made the glib summary that present standards were written by the people in Washington who did not give enough attention to many of the kinds of libraries in the field, and also the standards written were too heavily handled by the Library of Congress, by the Directors of the Departmental Libraries, but that's a glib statement; it probably couldn't be supported as fact. The standards seem to be pretty good but they don't go quite far enough and don't delineate enough, but I don't know what enough is. I think for example my special kind of library ought to be mentioned in the standards by name as an example of the kind of library the government has. It would certainly make the job much easier at the Academy, at the War Colleges, at the Commander's Staff Colleges, because we represent a special kind of library which is, in a sense, unique from any of the others, and this is why I'm saying, Ernie, that maybe we don't need to set up a special category, but simply to say that the standards with a proper explanation would be suitable now to make a special scientific, technical library.

DeWald: Did anybody check to see if there was a language paragraph in this 1410, language requirement?

Milner: Yes, there is.

Severance: Which would be a classifiable point you mean?

DeWald: Yes.

Severance: I don't recall one.

DeWald: I was wondering if adding a paragraph on subject speciality similar to the language one might be good?

Severance: I suppose then we are faced with telling you our opinion of what we want you to report about technical librarians.

Patterman: Certainly the one compiling a specialist should have a higher rating even if it doesn't have a higher recognition by the Federal Government; this is quite an accomplishment.

Quint: I think there's some precedence for this. In the State Department awards are given to people who have learned languages and the amount received varies with the difficulty of the language. Perhaps there's some precedence here for recognizing the value of certain languages in special libraries and allowing for it in the qualifications. It would be one way to get some of the specialists that you want.

DeWald: Mr. Parrish, in the library you are with now, do they have any medical aides in cataloging?

Parrish: No.

Severance: Well, Ernie, the position we have to take is that the person who writes a new position classification standard should attempt to delineate appropriately the technical librarian's problem field, and whether we think it should be by special arrangement, or some other way, might be left up to the Commission to decide.

DeWald: In the standards?

Severance: Yes.

Milner: Is there some place where a purely documents librarian can be placed and she doesn't have anything to do with books?

Severance: I think this is exactly what we're talking about; we are trying to determine the technical librarian, but I think we all feel the present standards don't give enough guidance to the classifier, and we are trying to decide what position we should take in the way of recommending what should be done to help the classifier in the future.

Quint: Maybe what we're trying to say is that somehow or the other certain elements should be included in this, and these are

languages, special subject qualifications, special duties such as documentation, and machine documentation. Those four or five areas should be included in this concept somewhere, but we don't know quite how.

Severance: As an operator, one who manages a library, I would say that first we need position classification standards which create a position at the level properly; then when you use the present qualification standards, which are in terms of years of appropriate experience, and education in some cases may be substituted for experience, the appropriate experience phase gives you the opportunity to tell your personnel officer what experience you require for that job. You could say he must know French; he must have a degree in such and such; or he must know Chemistry. You do it that way rather than have standards be too specific. It seems to me; this is an advantage for all of us, but we'll have to have a clear understanding with our personnel people about what standards they want to set and let them have the reason for it, of course.

DeWald: Don't you feel that this standard, which is dated 1957, is better for us than the old standard?

Severance: Much.

Milner: There are areas that are not covered in it.

Hatterman: Those classified, technical documents are the most exacting documents in the world, classified in cataloging. There's no appreciation whatsoever in the standards for it.

Severance: Therefore, Ernie, what we're actually saying is that there's not enough here, rather than being too much.

Canova: When this standard first came out and I read it, to me it was obvious that someone on the committee was looking after the interest of the medical librarian, because they were much better covered.

Quint: Would this be a crazy idea or would it be practical? The standard we have here is excellent and generally quite flexible, but we might have guidelines for various areas, there might be some, working paper which would classify working and technical libraries, that might be used to classify someone working in a medical library. Would this be practical, using this general concept and having guidelines for large areas?

Severance: That would have to be part of this document.

Quint: It would, yes, but it might clarify the difficulty, the position of the classifier.

Severance: They do sent out bulletins; I have one in the front of mine; as far as I know the only additional - it's called "Classification Standards Explanatory, Memorandum Number 1, for GS 1410" and it clears up a point, interpretation between librarian, general, and librarian, administrative, so that they do that sort of thing. Let me tell you what I have suggested to Mrs. Samuels. I suggested that it's absolutely impossible to hold that these position classifications can be such a clear guide to a classifier that the classifier can do a job that is reasonably good in so many instances, that therefore the number is some sort of consultation with a librarian or with a person who has a broad view and a broad background on the problem here and I have been asking her, "Could you put this as a guideline in here, that let's say the library is being set up from scratch without anybody there. What does this personnel officer do? Where does he go for help? How does he see that it fits in? Where does he get information? Not for someone to tell him what to do, but someone to delineate things for him." I don't know whether she will accept this or not but I think that's the answer myself.

DeWald: I wanted to ask you and I think you mentioned something about documents. Have you had problems with this series in the documents area?

Milner: Yes, very definitely. We had one classifier in our civilian personnel office at one time who was on the track of getting something done about our documents librarian, but she quit and went to Redstone Arsenal.

DeWald: What are you using? What are you calling your document people?

Milner: Well she's just practically a clerk-typist now.

DeWald: Do you have just one in this area?

Milner: Yes.

Ratterman: This same problem is true of the classification analyst. They judge the librarians and the library assistants down there just like they were classifying fiction; (there's a great deal of difference between a technical document and fiction), but there's nothing in the standard that gives credit to the assistant doing the technical documents.

DeWald: It sounds like there are individual personnel problems.

Milner: Not able to interpret the standards.

Severance: The way we work, I make the decisions about where to put functions, which has a direct effect on the career of the person. I call it administrative control. I might say, "here's a good man; we've got to keep him; we want to get him promoted." So we give him enough responsibility so he can be promoted, and I move things around solely for that reason, but we write all the job descriptions and do all the classification. And then the classifier comes in and looks at it and says "this is fine" or "this isn't," then we have a meeting of the minds about it.

Canova: I've never experienced having anybody else write them. We've always had to write them, and indicate the level.

Milner: Well we write our own yes, but we don't get cooperation on it.

Ratterman: We write our own too, but the classification analyst don't seem to think there's any difference between fiction and technical documents.

Severance: Well you all will remember, if you read the position classification standards recently, that the part where it becomes very very difficult is the part where it says over and over again that the level of the job will be determined by the size and importance of the library, the agency it serves, its importance to the government. This means somebody has to put an interpretation on it

Milner: Who is going to judge?

Severance: That's the weakness of the standards, in my opinion. I'm not sure there's anything you could do to make it perfect for the classifier in the way of writing a guideline. We can approve it, and this would help in the problem you are proposing Miss Ratterman. The kind of material handled should be a point of consideration in classification.

Ratterman: We have a panel of officers who meet every Friday, who are representatives from each department in the school, to advise the cataloger in the documents collection. Documents cataloging is so technical and scientific that those officers convene every Friday to advise her on subject headings and subject material. When you consider eight Army officers and their salaries, it seems some consideration is justified as far as analysts go.

Severance: Don't you think that the principle is that a more definite guideline recognizing difficult material should be prepared in the standards for the classifier?

Ratterman: I think so.

Liebermann: In the Navy most librarians have found that if they can show their classifiers a comparable position description in the grade that they want, that exists somewhere else in the Navy area, they don't have any difficulty. I know that our job descriptions have traveled far and wide throughout the Navy, and even over into the Army area. Miss Craig at the Naval Weapons Laboratory has been able to get several of her jobs upgraded on the basis of the fact that they are doing the same type of work that we are, and she's had no problem with classifiers if she can show them those position descriptions. I think what Helen needs is to get her hands on some comparable position descriptions and tie them in with the work being done in her school.

Milner: It all comes down to the action on the installation doesn't it? There is no overall requirement,

Severance: Unfortunately we have what amounts to isolated libraries, and that's why I keep going back to the point that the classifier should have available what we might call expert consultation. I don't see any other answer to it. I frankly do not.

Milner: And if the classifier has a very local, very cramped view of things, she doesn't get anywhere, and that's what we are up against.

Severance: Of course the next step in the answer to this among military librarians is, what about the possibility of a consultation that has to do with the organization of the library programs of the different services: it varies among the three services. The Air Force, as most of you know, has a staff officer, who is responsible staff-wide for all types of libraries in the Air Force. This is not true in the Army, nor is it true in the Navy, so the pattern is different and the situation has to be handled in its own light.

Milner: Air Force School Libraries are under the same program.

Severance: Mr. Cook is the Staff Officer for all Air Force libraries wherever they may be: whatever purpose they may have; and only one regulation controls all libraries.

DeWald: Does this indicate an advantage if you were out in some small area and the top echelon wasn't recognizing your library. Could someone at the headquarters level at Washington give some assistance?

Severance: The only thing, the Air Force is a big operation and Mr. Cook can't keep his hands on all of this but the theory is there.

Etter: Doesn't the breakdown in the command with your Air Force program go from Harry Cook down into your command librarians that they represent at that level and they could be contacted?

Milner: We have a peculiar situation. I'm a librarian for two military schools, the Adjutant General's School and the Finance School, and we've always been under two chiefs in Washington. Now with the reorganization of the Army we are under CONARC and under the Post Commander, who doesn't know our library, doesn't have anything to do with the schools, and could care less about us, so we are getting nowhere either in getting our people classified or in getting procedures liberal enough so that we can purchase books under our regular library business. I do think that you have to have some kind of situation where the top people recognize your importance and recognize that you exist.

Ratterman: I think it comes back to Mr. Severance's recommendation that there would be a coordinator for the classification analyst liaison.

Severance: Miss Ratterman, I was not proposing that a position be established for this. I was proposing the idea that a classifier should have access to whatever ways are appropriate under those conditions to help them.

Ratterman: How could you arrive at that without a position established?

Severance: Depends on what agency you work for. In my command I am the command librarian and the operator of the library system, all the base libraries and other things are branches of my big library, so I sit on the General's Staff as Officer of the Library Program. In addition to that I am the Commanding Officer of a major element of the command, so this kind of thing is no problem here, but that represents an extreme case. You are in the Army, aren't you?

Ratterman: Yes.

Severance: And you're in a research library? Isn't there a Staff Officer? The Army Research Librarian for the Army as a whole, not for the school libraries in the Army, is what he's talking about; the Army is talking about the possibility of establishing such a staff office. Miss Crawford is a Staff Officer for the base or post, I believe the Army is a post library, general libraries is a better term I think.

Milner: But there's nobody for school libraries.

Severance: That's right; I've been hoping CONARC would set up such a position.

Holloway: I think much has been said here, but not specifically said is the fact that when you get to an isolated post where you have very few libraries there are very few possibilities for the classification people to learn about libraries. They either don't know or they refuse to recognize what actually exists. Now a number of years ago the qualification standards came out in the position standards. Theoretically the personnel was supposed to review those, review the present library jobs you had and make any changes. Well our people looked at them for a total of ten minutes and said it doesn't affect us in any way. They refused to compare the present library jobs with the new standards and it took fight from Fort Sill to get them to read the things. Well, if we have this attitude it seems to me Civil Service can do something to insist these people read these standards and apply them where applicable.

DeWald: After coffee break, we will have until 11:45 to complete our discussion on position classification. If we want to say anymore about the other, maybe with the notes I've made we can review them and see if we agree as to what I will discuss with the other Panel Leaders at one o'clock. and then come back together with the entire group to see what summary we are going to propose.

The panel took a coffee break at 0930 hours, 28 September 1962.

The panel reconvened at 1000 hours, 28 September 1962.

All panel members present prior to the coffee break were again present.

DeWald: I think Bill Holloway has something he would like to say.

Holloway: I have two things I want to say; one suggestion to make with a few preliminary remarks. I think this has been an awfully good panel. I think we've all gotten a great deal from it and I would like personally to thank Ernie DeWald for the way he has run this affair the last two days; I think he's done an outstanding job. Don't we all agree unanimously?

(A hand of applause was extended Mr. DeWald).

Holloway: Now secondly my suggestion is this; there is not too much time left for us in this panel and Ernie has a number of things he has to write up to make his recommendations to the group this afternoon and I would like to suggest that we finish up our discussion within a very few minutes, say fifteen, if at all possible. After all we have talked ourselves out, so he can have an hour or hour and a half this morning to begin working on his report. I think it's much more important that our recommendations be put in good understandable shape before he goes to that meeting. I think that most of us have said what we want to say; we have our ideas across as to what we want, but he has got to get it down in a presentable form, so I suggest we finish, and give him the rest of the time.

Wesley: Sounds good.

DeWald: I would like to add to that in a question to the group just as a matter of assistance in reporting to the later group, how do you think would be the best way to present the panel report to the total group?

Severance: That's your report to the whole group?

DeWald: The combined report to the whole group.

Severance: I have complete confidence in your judgement

Holloway: You are going to have to get together with the other panel leaders and made some uniformity.

DeWald: Yes.

Etter: From your speaking to the different groups, has there been much variance in their discussions or have different points come out from these groups?

DeWald: No. I would say that quite a bit of what we have here was overlapped. There are a few things I've heard that we seemingly haven't gone into too much, but not too many.

Etter: I think the total group might be interested in the variance or points that might differ.

DeWald: This is what we might do this afternoon; we will eliminate or combine those that are identical and add those that are different from the various panels so that it will be the total picture from the panels as a whole.

Holloway: Why don't you five panel leaders select a spokesman and pick out the major recommendations that come out of the panels and present them to the group for action

and see what they want to do. We have to decide what we want to do because we only have two hours, and out of that two hours there has to be some planning on what we want to do next year. Any proposals to be made and whether we will appoint committees now or later. Somebody is going to have to decide how we should go about this thing; if we are going to present anything to the Commission or Department of Army, and how are we going to do this. Do you think this can be decided this afternoon?

Canova: Well your course of action will vary somewhat with the kind of proposals you are making.

DeWald: Yes, that's true.

Quint: Perhaps it might be practical if you have a proposal which is accepted unanimously it will present no problem, but if there is one which needs general discussion because of difference of opinion, maybe it could be circulated to the members of the workshop for opinions.

DeWald: What I don't like to see in anything like this is you sit down and come up with a lot of suggestions and quite often they die out because there were no conclusions made. If we merely throw this out to the total group, and it stops there, we've wasted our time; we have got to complete the thing; therefore some group or individual should start taking whatever action is necessary to see that these things can be accomplished.

Severance: Who is the president of Military Libraries Division, George Lockett? Any committees that are appointed would not be committees of this work shop but of the division.

DeWald: You feel that the Military Libraries Division, of SLA should handle these items?

Severance: Ernie this is a White Sands Conference: this is not a meeting of professional organizations, so the technicality here is that any committees would be appointed for action would have to be got up by the Military Libraries Division

Quint: Has George Lockett elected to have a discussion later?

DeWald: No.

Quint: Would he meet with you and formulate a plan for presenting it to the group?

DeWald: If we discuss this as a total, we'll get George's views on it. Well do you want to talk anymore about standards or do you want to go through the notes that I have and make them so that they are clear, concise and agreed upon?

DeWald: The first item I have looked at though it was unanimous within the 1411 series. I had it in two parts and I am going to pull it together. We have as number one, the GS 3 qualifications changed or propose that they be changed to what the GS-2 is now. In other words high school graduates would qualify under similar requirements to that of a clerk typist. Is that a definite agreement? At the same time the GS-3's and 4's in a series might be called library assistants. (The Group concerned), Second, grades though possibly GS-11 would be called Library Technician, but not in the 1410 group. (The Group concerned).

We never did settle, the 1410 series. I have a note here. Do we want to propose that the standards carry a specific statement somewhere that would allow say an extra grade for someone who would have a science requirement?

Severance: I'm not worrying about the qualification standards in this regard; I'm worrying about the classification standards and I tend to refer to the idea I expressed earlier this morning and to the one we discussed yesterday. I think that actually we are talking about the same thing; it depends on how we go about doing it. I think we all agreed that at least there should be clear delineation.

DeWald: How about a proposal along this line, the classification standard be so delineated that a classifying person could easily interpret the special subject requirement when it exists.

Wesley: Yes, I think it should.

DeWald: In other words have it so worded that the classifying analyst will be able to recognize there is a difference. (General agreement on this idea). Would we like to propose that someone with a master's degree qualifies at a GS-9, and along with this, possibly consider eliminating GS-5 and have GS-7 as the starting or entrance level?

Wesley: Sounds right to me.

Severance: We proposed it, but I'm not sure we all agreed on it. We are going to have some difficulty with that.

DeWald: You are going to have difficulty with it, with a group not being able to handle a GS-5 in a 1410.

Canova: But your library technician is going to take care of a great deal of that.

Severance: Maybe we ought to tie this statement to the proposal of a library technician series in the higher levels, and do away with the Grade 1410-5 altogether.

DeWald: Are we agreed that we think GS-9 should be a library school graduate without experience?

Severance: It seems to me the most we could say. we could make this as a suggestion rather than a recommendation. If it is in line with the educational attainments of other professions, the people with a graduate degree would start at a GS-9 without experience.

DeWald: Our reasoning for this would be to attract more people toward the library service. Do you also want them to eliminate the GS-5 1410 category?

Holloway: Yes.

(The group agreed to this approach).

DeWald: I have one here that sounds like it's a committee type action also. A list of vacancies preferably federal wide but for the time being defense wide.

Mr. Severance: I'd make it more general. I'd say the committee's job is to see what is feasible in the way of central placement service. Let them decide whether it is to be a list or whether some other system might work.

DeWald: Did you want to include in this the library positions which exist?

Severance: I'd leave it up to the committee to study all angles.

DeWald: We will suggest a study on positions that exist as well as vacancy announcements. Does this have unanimous agreement?

(All parties to the panel indicated a positive reply).

The last one I had, involved a suggestion about a national register by Civil Service rather than on a regional basis.

Severance: I think there's a lot to be said for it.

(The group was in agreement).

Quint: Would it be within the responsibility of the workshop to recommend that a study be made of whether we are in a critical shortage category or would that be an automatic thing for Civil Service to do?

DeWald: Would you want to make a statement to the total group today that this panel feels that something should be done and to look into it?

(All members of the panel indicated a positive reply).

The panel closed at 1100 hours, 28 September 1962.

Panel 3

Miss Clara J. Widger, Leader
Industrial College of the Armed Forces
Fort Leslie J. McNair
Washington, D. C.

Panel Members:

Mrs. Kathleen Carnes, U.S. Army, Watertown Arsenal, Watertown,
Massachusetts
Miss Marjorie Clopine, U.S. Naval Observatory, Washington, D.C.
Mr. J. H. Conway, U.S. Army Command & General Staff College,
Ft. Leavenworth, Kansas
Miss Helen Devore, U.S. Naval Oceanographic Office, Washington,
D.C.
Miss LaVera Morgan, U.S. Naval Research Laboratory, Washington,
D.C.
Mr. Walter L. Necker, U.S. Army, Quartermaster Food & Container
Institute for The Armed Forces, Quartermaster
Research and Engineering Command, Chicago,
Illinois
Miss Dorothy Parker, U.S. Army, Aberdeen Proving Ground, Maryland
Mr. F. E. Randle, U.S. Army, Fort Huachuca, Arizona
Mr. Chester Salmon, U.S. Army, Watervliet Arsenal, Watervliet, N.Y.

Conclusions:

In setting librarian standards, recruiters must keep in mind the difference between a popular librarian and a technical librarian. It was agreed by the panel that even though these two fields are in the same family, they are different in contents, but yet, there should not be a break between the two fields. Problem: If a person is a professional popular librarian, how much credit should be given when applying for a job as a professional technical librarian? Also, there should be a definite point whereby recruiters could easily determine whether a person is qualified for a librarian position or not.

There is a great need for professional librarians. It was recommended that when hiring librarians, the national registers should also be searched. It was stated that college graduates (with a librarian degree) are going into private industry because of lack of interest in Civil Service and because they can earn equal or better salaries in private industry. It was recommended that Civil Service recruiters go into colleges and encourage library majors in Civil Service work. It was also

recommended very strongly that more college students be hired in military libraries during the summer, this would probably increase their interest for Civil Service work. Approximately 90% of the panel had the experience of having hired a few students during the summer vacations and were very satisfied with their work.

The panel recommended very strongly to hire high school graduates as clerk typists at the GS-2 and 3 levels and place them in libraries. Approximately 90% agreed that these employees could become very valuable in library work within some time. The panel agreed that professional military librarians could teach these young recruits on the basis of on-the-job training. It was agreed that a well trained typist could do a very good job and serve a better purpose than a poor librarian. It was recommended that Civil Service recruiters also go into high schools and encourage students in library work. The panel stated that high schools were teaching only the Dewey Decimal System, and that they should go deeper into the library field; also that there should be some examination somewhat different from the plain clerk typist examination for those students interested in library work and these examinations be given in the high school.

Approximately 50% of the panel had the problem of having some positions with an immense workload and yet they could not get the job up-graded, for the reason that responsibility is the main factor when up-grading positions, in this case they couldn't get another space of the same grade either. It was recommended that they should give performance awards, very good performance appraisals and see that these employees get step raises within grade in less time than normal, providing the employee is doing an excellent job despite the tremendous workload. The panel suggested that when a supervisor is considering giving a promotion, he should ask himself, "How much of my work is my employee doing?" Another problem was the fact that supervisors have to go through too many channels when hiring personnel, this takes very long and consequently the workload keeps increasing.

It was strongly recommended that there be three break-downs in the librarian field. A Library Assistant (Clerk Typist), a Library Technician, and a Librarian. It was also very definitely recommended that the 1 year experience requirement for recruits at the GS-2 and 3 levels be deleted. Also, that "Library Assistant" be part of the title for clerk typists working in libraries because it will stop the kidnapping of Library Assistants (Clerk Typists) to other typist jobs outside the library.

Panel 4

Miss Dorothy F. Deininger, Leader
U.S. Navy Bureau of Naval Personnel
Washington, D.C.

Panel Members:

Mr. Fred E. Croxton, U.S. Army, Redstone Arsenal, Huntsville, Alabama
Mr. Dwight Lyman, U.S. Navy Underwater Sound Laboratory, New London, Conn.
Mr. Martin P. McDonough, U.S. Army Artillery & Military School, Fort Sill, Oklahoma
Mr. Anthony McGraw, U.S. Air Force, Aeronautical Research Laboratory, Wright-Patterson Air Force Base, Ohio
Mr. William J. Nesbitt, U.S. Air Force, Continental Air Command, Robbins Air Force Base, Georgia
Mr. Paul Shank, U.S. Air Force, Aeronautical Chart & Information Center, St. Louis, Missouri
Miss Josephine Sullivan, U.S. Army, Army Library, Washington, D.C.
Mr. Egon A. Weiss, U.S. Army, Military Academy, West Point, N.Y.
Miss Catherine L. Zealberg, U.S. Army, Army War College, Carlisle Barracks, Pennsylvania

Background.

The panel considered the U.S. Civil Service Commission position classification standards and qualification standards for the librarian series, GS-1410 in relation to the knowledge obsolescence and explosion characteristics of the 20th century, its effect on librarianship and an employment market in which there are few qualified librarians.

Recommendations and comments:

1. A revised introduction to the series is considered necessary to provide a frame of reference of librarianship in 1962 and its expected development in the future. The library's role in society today requires more active participation in information programs and emphasizes the librarian's educational and cultural responsibilities. With the changes in communication, information retrieval, automatic data processing and application of electronic techniques to librarianship, a flexibility is required to allow for developments in methods, management and usage of library services. It should be clarified that libraries draw upon a variety of materials using many communication

media and techniques to accomplish the library's mission. Librarians are searching for and adapting technological changes to control the increased flow of materials, meet demands for new services and shortage of professional librarians, using other disciplines as they contribute to the libraries' goals.

2. The qualification standards with the functional specializations--administration, acquisition, cataloging and reference are generally satisfactory, as are subject matter specializations currently listed in the standards.

3. Because of the state of the employment market, special emphasis on recruiting of librarians to federal service is essential.

4. The panel does not desire that the qualifications for librarians be lowered. They suggested instead that librarians in administrative positions reengineer positions so that professional librarians' talents may be used to greatest advantage.

5. A higher ratio of clerical assistants and/or library technicians (in lieu of GS-1411 series) to professional positions may help the manpower problem. Mrs. Samuels commented that other discussions led her to believe an improvement could be made in the breakdown of the series by types of libraries; i.e., academic, special, general rather than by functional operations. The consensus of members of Panel 4 was that a core of basic philosophy and professional knowledge was common to all types of libraries. The materials, techniques and methodology differed among those libraries of necessity as the library fulfilled the mission of the parent institution. A parallel with the educational field was pointed out.

Editorial comment. After further thought it occurred to me that there is a parallel also with the ALA organization. You may recall that after a management study, the Association was broken down into type-of-library and type-of-activity divisions. The type-of-library division is concerned with all activities that affect their types of libraries and function as agencies for broad overall consideration of policies, programs and operations from the type-of-library point of view. The type-of-activity divisions are concerned with the functional, technical and resources fields related to their designated interests. There might be some point in breaking down administration by type-of-library, but keeping other functional specializations. The successful crossover between types-of-libraries by many librarians tends to minimize the significance of such a breakdown. This is

of course if the librarian continues his education and keeps abreast of the current developments applicable to various library situations.

6. Lack of uniformity in evaluation of qualifications by different regional offices of the Civil Service Commission or boards of examiners was noted. The hope was expressed that the equivalency tests would take care of many of these difficulties. However, it was suggested that closer adherence to comparable rating scales and more careful analysis of the nature and level of work performed by the applicants through a voucher system was desirable for consistency in rating.

7. In the classification standards more accurate definitions are needed and they should all be in one place instead of with discussions of functional specializations. Additional pertinent definitions should be added to cover such functions as selection of library materials.

8. It should be recognized that small libraries with a one, two or three man professional staff have a situation in which the librarians cross over the lines of functional and subject specialization. The frequency of this pattern in which an individual takes responsibility for more than one function should be acknowledged and more attention given to this type of position.

9. Regulations should permit assignment and use of specialists in other series to a library staff as appropriate to perform their particular duties in limited areas of library work. The need for this type of service exists, but too frequently any employee attached to a library is forced into the GS-1410 series whereas the duties require only a limited background and knowledge of librarianship. An example is use of GS-1083 series, technical writers, for abstracting of technical literature.

10. The librarians, GS-9 and 11 descriptions should also indicate that many perform independently and operate less under direct supervision.

11. The staff functioning of librarians or major department heads should be given more consideration. Most responsibility delineated is that of supervisor or director rather than the librarian as developing and transmitting the library concepts and programs to higher levels.

12. Trainee positions, GS-4 or 5, were cited as valuable in large libraries. The standards should permit hiring of college graduates at grades GS-4 or 5 under a formal training agreement that the employees obtain formal library school education. Mrs. Samuels mentioned the statistician series as permitting the trainee.

13. Consideration should be given to permit a bonus grade for program administration comparable to that in series such as traffic management, GS 2130-0.

14. School librarians for secondary and elementary schools should be recognized as employed by the government and provision both in the qualification and position description standards for them.

15. The imbalance of treatment of the various functions was commented upon. Cataloging is overly-detailed in relation to the others, as noted in the section on establishing cataloging policy. Either the cataloging descriptions should be simplified or more comprehensive definitions added for other series.

16. Throughout the descriptions of functional specializations, greater stress should be on evaluative judgements and implementing policies in terms of the mission of the activity served.

17. Acquisitions descriptions failed to indicate the scope of the complexities inherent in this function. Material selection and identification in some libraries require highly specialized subject or bibliographic knowledge, familiarity with rare book trade procedures and so forth. "Other materials" should also be spelled out to indicate the variety of films, reports, maps, etc., handled by many libraries.

18. In reference standards particular emphasis should be placed on interpretive services rather than utilization of materials in a given library. The need to draw on outside resources and information services becomes increasingly important with the tremendous growth in volume of publications and reports, and requirements for more comprehensive literature searches.

19. The need for more emphasis on non-supervisory type positions at the GS-12 levels in specializations such as reference with emphasis on bibliography.

20. More career development programs and opportunities for transfer and promotion of librarians in the government are desirable to retain qualified experienced employees. In many instances, an individual activity does not offer promotion possibilities and it is difficult for an employee to learn of appropriate vacancies in other agencies or areas. Steps should be taken to prevent further loss of key personnel through executive development,

21. The continuing education of librarians is important in these times. It is recognized that training courses in management and fields related to librarianship such as ADP are offered. There is need for extension of this kind of training and for provision for librarians to participate in more of their own professional workshops or refresher courses.

22. Library technicians were proposed in lieu of library assistants in the present GS-1411 series. As envisioned, this series would begin at grades 3 or 4 and be based on transfer from the clerical series. It might also be possible to enter at grade 5 level if candidates offered college or business school education. Tests of clerical aptitude and typing (as necessary) mathematical and verbal skills would be qualifying. This series would provide a more clearly defined career pattern for workers in libraries, probably through the GS-9 level. Transfer to the 1410 series would only be if a candidate met the entrance requirements of that series.

23. The use of library technicians would not exclude clerical workers in libraries for limited duties. Technicians' duties would be comparable to those of library assistants with additional duties in limited areas, many of which are now often part of a professional librarian's position. Examples are simple original cataloging, handling and processing audiovisual materials.

Panel 5

Mr. James J. Slattery, Leader
U. S. Army Quartermaster Training School
Fort Lee, Virginia

Panel Members:

Robert Bryant, Defense Logistics Studies Information
Exchange, Fort Lee, Virginia

Cleo S. Cason, U. S. Army Rocket & Guided Missile Agency,
Redstone Arsenal, Alabama

Harry F. Cook, Headquarters, Dept of the Air Force
Director of Military Personnel
Washington, D. C.

Agnes Crawford, The Adjutant General, Department of the Army
Washington, D. C.

Mary L. Durkin, U. S. Army Aviation School, Fort Rucker,
Alabama

Margaret L. Gallegher, U. S. Naval Avionics Facility
Indianapolis, Indiana

Carolyn Kruse, U. S. Naval Ordnance Test Station
China Lake, California

Lachlan MacRae, Defense Research Board, National Defense
Headquarters, Building "A" Ottawa
Ontario, Canada

Josephine G. Magee, U. S. Army Signal School
Fort Monmouth, New Jersey

Elaine Simpson, Military District of Washington
Department of the Army
Washington, D. C.

McRae: Is that a specialized term "as they affect the major average?" What is major average?

Crawford: How will the program start?

Cook: How many know where the Qualification Standards are? Statement of the X-818 Standards are in Examination Announcement 277. (Mr. Cook read paragraph No. 1 from "Experience, Training, other Requirements for Positions at Grade GS-5" 24 semester hours of library science as the minimum educational qualification to become GS-5 librarian. Is that good?

Crawford: What about the case of 24 semester hours as opposed to 31? 24 accredited schools have 31 semester hours.

Cook: Do you consider the 24 semester hours for a GS-5 and eligible for GS-7 after one year as sufficient?

Cason: Does it say in the Classification Standards that a GS-5 is a trainee?

Slattery: There is a mention of it.

Cook: There was one suggestion made that the trainee should be a GS-7.

Crawford: I sent out a questionnaire to a number of people on this same thing and I have a recommendation that the opening position should be a GS-7 and a Masters as a GS-9. This parallels the education series.

McRae: In subject material....

Kruse: You cannot get far in changing requirements in our profession without changing requirements in the scientific fields.

Crawford: Keep in mind this revision is for 10 years. Do not limit yourselves to today....

Slattery: How about the 24 vs. 31 hours? Do you think this is satisfactory or should we get into the area of whether the standards meet or are satisfactory to our needs?

Slattery: Do you have a hard time convincing your people this is a professional job?

Cook: I think this is something Mrs. Samuels was mentioning when she said, "Is this a professional or non-professional job?" Once the determination has been made that it is a professional job then we should determine the salary.

Magee: You have to convince the analyst that this is not a job of checking in and checking out books.

Cook: There is a law which says that Civil Service Commission can establish requirement only when there is enough training educational requirements to qualify (Doctor, Lawyer). Civil Service Commission says you can be a librarian without going to library school. You cannot say whether you are a librarian or not. The Qualification Standards accept Civil Service Rules. The examination announcement says you have to have a Masters to be a GS-7, but you can substitute experience for education. At the present time there has been developed an educational equivalency test. Those substituting must take this test. If you apply for the librarians' exam and you do not have a library degree you have to take the test. The test is passing or failing.

McRae: The use of the test would disappear by attrition in time, wouldn't it?

Cook: If standards of librarians are high (retained such as for lawyer), If they were established then maybe.

Cason: Does this test replace the one the exam gives?

Crawford: This test took its place. It is a test on subject fields. It parallels in major subjects that which is given in library school.

McRae: A test should be established for those of quality for recognition, there are qualifications to meet those presently employed.

Cook: Librarians in the future will be less plentiful. The problem of recruiting librarians will be more difficult. Library schools are not turning out enough graduates to meet the demand. Supply of librarians must be increased tremendously.

Cason: If the library profession does not fill these jobs, chemists and engineers will take over.

Slattery: This is what we are trying to do, to set minimum standards to get these people.

Crawford: What I'd like to see is a person with a masters come in at a higher level with the job more defined. Let the job go higher and not have the librarian doing semi-professional or clerical work. Have the library assistant series go higher so that those who who have been there a long time (cannot enter the next grade solely by time in grade). You can have these people who have specialized under a functional chief. You should have a staff of specialists so that you could train these people. I don't like the title of library assistant. Many times it is turned into "assistant librarian."

McRae: You could have the specialist go to a top salary as an administrator and managed by someone at a lower level.

Crawford: Army librarians have a management person in the library. There is agitation to put this person in the library series.

Cook: You should have two categories in the 1411 series. (1) Library assistant up to GS-4 and (2) Library technician for those who don't have professional training GS-5 to GS-9. Leave the 1410 series as it is now. Have another series for librarians who should be specialized in reference, bibliography cataloging, and still another series for computer people, management people, and other sources of occupations required to operate the library.

Slattery: We are concerned with the first three. You can go up to a 15 on specialized series.

Cason: Question series you can go up.

Cook: In 1410 series up to GS-13. GS-5 is recognized as trainee in 1410 series.

Cason: I cannot see the GS-5 as a trainee. (Mrs. Cason read part of the standards in connection with GS-5). It could be the head of a small library whose professional assignment is of limited difficulty.

McRae: Mrs. Samuels said the only way to get more people into the profession is to write lower standards.

(PANEL concerned that she might do this)

Crawford: The library assistant series needs the greater amount of work so that you can bring people into the profession but leave the 1410 series alone.

Slattery: The biggest point to arrive at in the discussion of the 1411 series is what do we feel we need to do to get intelligent, qualified people and what can we do to give them some indication of how they can develop. Now there is a dead end; they can only go so far.

Cook: There is the pressure of trying to get into the 1410 series. You will have a person in the 1411 series who is familiar with her job and has to train a professional librarian just coming in. They resent this. The difference is that the professional planned to be in the library field and the person in the 1411 series got into it by accident.

Slattery: The technician series would solve the problem of the 1410 pressure.

Crawford: The librarians themselves defeat their own purpose. A librarian who has a person in the 1411 series whom she wants to

keep will fight to get that person into the 1410 series. The Army is working on a mobilization program with the idea that a person will have an opportunity to improve; the librarian can go from one library to another. In the library assistant series, if there is no opening in one place they can move stations.

Kruse: What should we work for on these Qualification Standards?

Cook: We should try and get people of 1410 category, but you still are going to have to accept them in other series.

Cook: Have the group recommend that we try to maintain highest job standards in 1410 series.

Cason: You do not have to select the person who is on the register. If you have another person to choose from.

Cook: There are three people to choose from.

Cook: The problem is you cannot tell those who passed the exam that they were not accepted because they did not go to library school.

Crawford: Back to the question of 24 vs. 31 semester hours. Is there a commission that can define library science? (Some of the courses that are offered and accepted as part of the 24 or 31 semester hour requirement you would be surprised). Would it be permissible for this group to ask the education office to evaluate the schools that offer these 24 and 31 semester hours? They could make a survey and say something like 19 out of 24 hours are acceptable library courses.

Slattery: Basic number of hours in library science.

Crawford: State teachers colleges give a Bachelor of Science degree in library science for teacher librarians. These people can turn around and by passing the FSEE test be eligible for 1410 series.

McRae: Let's examine what we accept as acceptable courses in library science in library schools which are not, before we point the finger at anybody else.

Crawford: For instance children's literature offered to teachers, something that is used in the educational school.

Hagee: There are some accredited library schools also who have courses in administration and people come out of library school who cannot catalog a book.

McRae: This relates to what I was saying, the examining of other library schools.

Slattery: The analyst says library science is not a professional job. Until the time comes that the library profession arrives at an accepted standard this is going to be batted around. Until we can convince the analyst that this is a professional job.

Cason: Shouldn't the GS-5 1410 series be thrown out?

Cook: Then you would have to do away with all of them. for instance the engineer. Although they never bring them in as a GS-5.

Cook: Classification Act-5 used to be P1, GS-7 was P2, GS-9 was P3. I think somehow this relates to the law. I don't think we can do away with GS-5.

Cason: I think this examination announcement is written backwards. The part of the masters degree should not be the substitution.

Crawford: Paragraph "A" is four year course of study in an accredited college.

Cason: Why not start with Masters Degree?

Crawford: Let's make this the 1st recommendation. That paragraph "A" begin with Masters, what is paragraph "A" now to become paragraph "B", and paragraph "B" to become paragraph "C".

Crawford: Let the library standards begin with MLS with the exceptions listed.

Cook: (Mr. Cook read from the examination announcement the part on evaluating education). A full time day school course must include a minimum of 30 semester hours or equivalent.

Slattery: Are you going to spell out the number of semester hours?

ANSWER-No, any accredited school gives a Masters.

Kruse: How about the 5th year?

Cook: See the announcement.

Crawford: Have paragraph "A" read: A person with a degree from an accredited American Library Association school enter as a GS-7. Those with a BS and 24 semester hours or more in library science and graduated from a school accredited by regional or

state accrediting associations enter as a trainee GS-5 and after one year be eligible for GS-7. The person who takes the library examination to come in as a GS-5 and after one year on the job also be eligible for GS-7.

McRae: Is the one year period between GS-5 and GS-7 a training period or for experience?

Cason: It should be a training period all over the library instead of just being in one place.

McRae: You could standardize an examination for all people at the 5 level and then have an exam at the 7 level.

Crawford: It would be almost an impossibility. The Civil Service Commission might want to make the graduate with a Masters take the test.

Cook: It would be a discouragement to the person graduated from library school.

Cook: The solution would be to narrow the number of jobs that the librarians do. Create another series for the specialized fields. Take the clerical duties out of library jobs. get these technician.

Crawford: I like Cook's thinking, even sub-professional should be in two series with the library assistant and technician, not in three series. The second series could be broken up.

Cason: Can a GS-1 or 2 be classed as technicians?

Simpson: The term technician should be changed because there are too many technicians in GS-1.

Have the aid for the beginning of series, the assistant for middle of series, and the technician for the one who has acquired a skill.

Crawford: Recommend that the 1411 start as library aid, advance to assistant, then to technician, beginning grade GS-2 to GS-9.

Kruse: I would like to see GS-2 or 3 as a typist.

Cook: Can the typist become the library assistant?

Cook: Let's have Mrs Samuels tell us whether the library's clerk register can be utilized from the clerk-typist series.

Crawford: The Civil Service Commission tells us that a person in the clerk-typist series has more opportunity than a library assistant. Let us make it the clerk-typist and have an avenue from the clerk-typist to the library assistant.

McRae: Librarians are quite convinced that skill gives them full credit in the job by taking personnel. We try to identify these people too low in the game with library activities.

Crawford: We have come to the point of whether we feel that the 1411 series should begin as GS-4. The grades below that to come from another series into the 4 area. If they want to become GS-1411 they must.

McRae: There is a fundamental problem. I have scientists on my staff, some of them are doing library work. These people are in their career field. Are you going to emphasize the library training or the scientific?

Kruse: If we are to attach a library premium in the physical sciences. We have in the Qualification Standards an alternate requirement for The Technical Librarian.

Cook: The limitation on that would be the Electrical Engineering graduate who wanted to work in the library. Now the Electrical Engineering graduate cannot transfer over to the administrative field of library i.e. cataloging, acquisitions, reference, etc.

Slattery: Perhaps we shouldn't emphasize subject specialization.

Cook: No compromise.

McRae: The basic problem is should we take a person with lower training?

Cook: You can find this combination. The major in math who went to library school. From the recruiting point of view if it was known that this specialist could become a librarian by going to library school and that the grade, etc., would be as high.... The standards we now have discourages these people. If you could inform them earlier....

Kruse: In the scientific field some of them are not interested, but some could be if the comparison was the same.

Crawford: The Army is working on a program whereby the librarian who is in a different functional specialization will have the opportunity to advance in a specialty, such as

acquisitions. When you are ready for a GS 9 but don't have the space, and there is a reference opening, then you can take it. All librarians who are administrative can change specializations. The experience of working with budget, personnel, etc., is the same in all functional specialties. There will be mobilization throughout the career program so that you can get the best person.

Crawford: There will be a board in Washington. When you have an opening for a GS 9 you will in your requirements, send them to the board, those requirements will be fed to the IBM machine, and all cards meeting the requirements will be pulled. The board will check the qualifications against what you are asking for. Those meeting your requirement will have a chance to apply.

Slattery: Let's review the recommendations we have considered. (1) The masters degree in the examination announcement, (2) Two areas for the 5 level, (3) The aid, assistant, and technician series. The GS-2 to GS-4 and aid or clerk-typist. Are you going to have the title assistant or technician?

Crawford: I don't like "assistant."

Crawford: I have been asked to bring up something not in the Federal Series - school librarians that are employed by the Army in Europe. These librarians have no recognition in the standards. They have been librarians in an organization with numerous volumes and yet they cannot count that experience.

Kruse: In discussing the Qualification Standards the alternate requirements should be thrown out. have a recommendation made or using specialists rather than calling them librarians. I recommend that the alternate requirements for Librarian GS-5 only be deleted from the Qualification Standards for the GS-1410 series. Delete calling these people with subject specializations librarians.

Cook: The Army library has a law division. He is a lawyer not a librarian, where would he be classified?

Kruse: In the lawyer series.

Cook: Suppose someone with law experience....

McRae: The British recognize a group in the series called information scientists.

Slattery: It all evolves around the question of specialists. How can we let them retain their identity as specialists?

Crawford: If a lawyer wants to work in the library he can go into the technician series.

Cook: Would you be doing away with law librarians?

Slattery: Which would you consider first, the lawyer or librarian?

Cook: You had a law division in the library, what series would you put the job in?

Schaeffer: Do you need a librarian in the law library?

Kruse: Those people who have four years of college with a specialty are now called technical librarians.

Cook: Dr. Roger, Director of the National Library of Medicine. He is an MD who went to library school and is now director of library and also an MD. Could the director of that library be an ordinary librarian?

Kruse: It would be left up to the person who is hiring.

Kruse: Why don't we remove the alternate requirement for technical librarian GS-5 that does not meet the requirement for Technical Librarian.

Cook: That will do away with people getting into the field.

Slattery: This is an avenue of interest that does not meet our requirements.

Kruse: If we delete alternate requirement, subject specialist attached to librarian series should be classed in their own subject specialist series.

Schaeffer: Unless the specialist is practicing in his profession then he cannot be classed in that series. The chemist in the library will be applying his knowledge but he will not be a practicing chemist.

Crawford: What about the lawyer librarian, he is not actually practicing as a librarian.

Schaeffer: What would you call him? Technician?

Simpson: What about research specialist?

Cason: The library of Congress has chemists assigned to their series. They are not under Civil Service Regulations.

Crawford: How about library technician, parenthesis law?

Slattery: The question is getting qualified people and recruiting them. If I was a physicist why would I want to be called a librarian instead of a physicist?

Crawford: There are not too many in that category.

McRae: I have a man who works for me for about a year or two in his field then he can go back to his practicing field. These people who are interested in going back to their specialty can go back.

Kruse: A person who has experience in his field is much more qualified.

McRae: Definite place to work with us but do not close the gate. Make it a temporary arrangement and they can go back to their practicing field.

Slattery: Agnes feels that there are quite a few who are willing to lose their standing in their specialty in order to work in the library.

Slattery: Let's check with Mrs. Samuels about which people would prefer specialist-librarian or librarian-specialist.

Crawford: In the Career Development Program, specialist who have library training at a GS-9 are they going to be able to go to Ft. Leavenworth as a GS-11. If you had an opening and it was at a level where it would go to Washington, you would send in your requirements. The board, CPO, and librarians would review those that meet the qualifications along with the qualifications that cannot be fed into the machine. Those at the GS-8 thru 11 level would be reviewed by major command, those above GS-11 would go to Washington.

Slattery: Back to the GS-5 level. Do we put down as a recommendation that an increase of recruitment could result if the specialist was allowed to retain the title of their specialty and wanted to work in the library because they were interested in the literature of their field rather than practicing in their field.

Slattery: What about the semantics of the Qualification Standards. Do all interpret them the same way? Do we understand each other when talking "shop"? If not, then maybe we need internal clarification. If we do not understand each other then how can we expect the analyst to? Is there any thing we need to define the help the analyst?

Kruse: There is a great deal of room for improvement in the Position Classification Standards. Librarians understand them but the classifier does not.

Slattery: Perhaps this is the area in which to make long range recommendations.

Crawford: In the Qualification Standards, the second page of the librarian series, what does everyone think about "experience" in grade structure?

Kruse: If they are substituting graduate study....

Crawford: Look at the GS-7 Librarian Series and GS 5 trainee only. Should that be changed to no experience GS-7 and one year progression?

QUESTION: How is it possible for a GS-11 to go to a GS-15 in three years?

Schaeffer: There is a minimum requirement of three years to get from a GS-11 to a 15, but you have to be able to do the work in the next lowest level.

Schaeffer: (Mr. Schaeffer told the panel that in some series the fact that a person was in the upper third of his class made him eligible for a higher grade. He stated that perhaps the librarians might like to consider this.)

Cook: We could have the 4-year college graduate who has 24 hours in library science and who was in the upper third of this class come in as a GS-7.

Kruse: Do we want to be able to compete the recruitment with civilian organizations? If a graduate with MLS is in the upper third of this class he can come in as a GS-9. This will give us an opportunity to compete for recruitment of these graduates.

Slattery: Do they not recruit at a higher step level within a GS-7 other than step 3 without service?

Schaeffer: Yes, however it must be because there is a shortage in service and you must be able to prove it.

Crawford: It is almost impossible to prove that.

Crawford: Why not say librarians that graduate at the top third of the class may be employed as a GS-9.

Simpson: I have a question about the person with 4 years service and then graduates with a Masters in Library Science. Can she come in as a GS-7 step 4?

Schaeffer: No.

McRae: Why not set up the job permanently as a 9 and hire as a 7, then you can tell them that they can get a 9 without....

Schaeffer: In the United States we downgrade the position and as soon as the experience is obtained the position is upgraded.

(PANEL: Decided to make a recommendation that the graduate of an accredited library school (ALA accredited) who is in the top third of his academic class be hired at the GS-9 level).

Crawford: (Mrs. Crawford brought up a point for discussion concerning retired military personnel who when on active duty were administrators of a library or, as in Special Services had under their jurisdiction the library. These people did not have any library experience but because of what they put down on paper were able to enter the 1410 series in as high a grade as a GS-9). This type of work should be under non-qualifying experience.

McRae: We lick that problem by setting a maximum amount of dollars the retired military person can earn as a total from retirement and salary.

Slattery: Ours only applies to officers, not enlisted men and not reserves.

Slattery: Do you want to make a blunt statement concerning this?

Cook: Take it down as we see it and put it to Mrs. Samuels.

Cook: There is no library career field for these officers in the library, such as Special Services who has a librarian running the library.

Cook: The examination announcement says GS-9 and above do not need to take the examination. These people using that as experience takes them over the GS-7 level.

Cason: Have the applicants who qualify on the basis of experience alone take the examination.

Kruse: In the Civil Service Regulations in Pasadena they may be required to take an examination.

Crawford: In the Army Career Program you don't have to take the examination for advancement. A person who takes a

library course in administration will have 2 more points.

Kruse: Perhaps another way, on this panel which I am on we are able to subtract points for the number of years which a person is not actively in his library position.

Cason: I propose the written test provision be changed to: Applicants who qualify on experience alone must pass an entrance exam.

Crawford: Put it under "non-qualifying experience." Write in there that military assignment does not qualify as library experience.

Cook: Why does the screen test stop at GS-5 and GS-7 for experience alone, couldn't it go higher?

Crawford: There is time for us to build into the standards that a man does not qualify because of military experience.

(1) All persons who qualify on experience alone should have documentary proof, or should take a portion or all of the exam; the portion could be the administrative part.

(2) Military experience not allowed.

Guntz: You might consider this from another point of view also. It should be to include persons who have administrative supervision, that is civilian persons instead of just military personnel.

McRae: Why not say jurisdiction for library does not constitute library experience.

Samuels: Have you discussed the positive education requirements? With positive education requirements no equivalence....

Cook: Veterans Preference Act, no minimum requirements except for Science & Technology, Public Law 259.

Samuels: If you specify positive education requirements there can be no exceptions, however it is such a rigid requirement....

Crawford: This equivalence test makes it of no concern.

Samuels: You can write in the Qualification Standards, the positive education requirements or equivalency as established by the test.

QUESTION: Should test be at all levels?

(PANEL discussed with Mrs. Samuels the following recommendations: Those who have a masters degree from a school accredited by AIA to begin at GS-7. The GS-5 trainee grade for those with 24 semester hours in library science from a regent approved school and those who pass the examination. After one year the GS-5 would be eligible for promotion. Mrs. Samuels concurred).

Samuels: You have to write in the GS-5. Congress says professionalism begins with a bachelors, also write in that GS-7 is an advanced training level.

Crawford: We would like to add that the graduate with a masters degree who is a superior graduate may be employed as a GS-9.

Samuels: I established positive education requirements for statisticians for the Bureau of Census and the Agricultural. After the requirements were established they could not fill the jobs so what we did in this case was to establish a provision to hire statisticians who did not have a BS degree with a requirement that the agency provide a formal training program. The Bureau of Census program paid the tuition to the school in Washington. The Agricultural had no schools available so they worked out a correspondence program with the University of Florida.

Crawford: Not in library school. No accredited school will give correspondence courses.

Cason: Correction, there are correspondence courses for undergraduates.

(Mrs. Samuels discussed with the panel the method used in establishing standards. She told the group drafts of the standards were distributed through channels and added that if anyone felt he would not get a copy, he should contact her. Mrs. Samuels' address is: Main Civil Service Building, Washington 25, D.C., Code 129, Extension 5002).

Samuels: Other groups have talked about making a change in the title of the 1411 series. Have you discussed this? (The Panel reiterated their suggestions on the change. Mrs. Samuels suggested the title of library assistant be used with the GS-3 grade and the requisite be a high school graduate.

Samuels: What is the difference between a GS-7 technician and a GS-7 librarian?

McRae: (In regard to Mrs. Samuel's question Mr. McRae read two paragraphs from a facsimile offprint of pages 556-561 of "Management of the Public Service." One paragraph referred to the library, and the other to technical officers).

Crawford: (Statement directed to Mrs. Samuels) - Agencies should have more programs to recruit librarians and send them on a work study. In the Army it has been done but it has been difficult. I do know within the Army there have been groups like the accountants and engineers who can do it, but when I have tried to get training spaces for librarians they look at me like they don't know what I'm talking about.

Samuels: In one economic environment there is one set of procedures and in another almost a contradictory set, some places in the....

Magee: There is a contract for training in our place, we found out about it too late, but now the kids are going to school and will be reimbursed at the end of the semester.

Crawford: Study four years ago. The Department of Army should have a number of slots to be able to send these people to library school and have the same number who are going to school working, then those that are in school could work for a while and the others go to school.

Samuels: If you want to make a recommendation in this meeting....

Akers: White Sands has one of the biggest cooperative programs.

Croxton: If you increase the stature of the library assistant is it likely to cause difficulty in employing other, then library personnel?

Samuels: It would be difficult only in so much as what we require in the standards, first in the technician, the librarian, and the specialist.

Croxton: How about the law librarian?

Samuels: There is a job called medical records librarian and they are unhappy with the title of librarian.

Croxton: They might be called medical records specialist.

Croxton: Let us pursue the physical sciences in some other agency. A term called technical records analyst or others are used to describe the job in the assignment to do work is scientific literature. Now I am concerned about what the title of library technician will do to the... Some of these people don't want to be called librarians, they want to be called physicists.

Samuels: Suppose the library has two positions, both grade GS-7.

Kruse: The technician is limited specialization, knowing only one area of work by function and not able to transfer to another function, such a position would be more apt to be in processing, descriptive cataloging, acquisitions and circulation NOT in reference or bibliography.

Magee: We have a branch library in which the library assistant does a little bit of everything, but she is under very close supervision, if not by personal contact then by phone. In the branch library where the librarian and not the library assistant makes the policies and are carried out by the library assistant that would....

McRae: What kind of educational requirement would you write for a technician?

ANSWER: Basically high school.

Samuels: The technician overlaps the clerical in many areas. I worked on a series for biology technician and the biologist told me that he could not work without the manual skills of the biology aid.

McRae: I called all senior clerks in and asked them which title they would prefer technician or chief clerk. They said chief clerk.

Samuels: In the biologist series they want to call the GS-3 and 4's biology aids instead of technicians.

McRae: We should not put a tag to those people who do work which they could do in any other field; they should not be called technicians. We tend to look at these people from the top down and downgrade, rather than looking at them from their field.

Samuels: (Mrs. Samuels citing a certain series for illustration said some professionals tend to look at non-professions as low-level people. yet when it comes to the work they put professional standards to the work the non-professional must do.)

McRae: This is related to the idea of not putting them in the library field, so that they will be able to get into another field.

(PANEL agreed that these people should retain their identity so that they could change fields if they wished).

McRae: Then these people can take a break such as the scientist who works as a scientific information officer.

Croxton: There is a question as to whether the physicist would come in if the title changes.

Kruse: The scientist is there because of the information he is treating, he critically evaluates the information. The librarian is a specialist in recording information and....

Samuels: The heart of the occupational standards is to determine the grade level. As a supervisor you know what makes... I would like to write criteria on what the reality is... Assume the role of the supervisor and look at the assistant who has two years experience on the job as a GS-7 and the job is now a GS-9. How do you know?

Kruse: The basic fault of the present standards is that they are not clear to the classifier. We need to define the differences in complexity. Classifiers do not understand that a corporate author entry is more difficult than a personal author entry. We need to define these terms for the classifier.

Crawford: Librarians could develop a glossary of terms.

Kruse: You could take cataloging and define what is of complexity, take reference and define.

Slattery: There are a number of points that have come up in conversation... On the question of getting into the definition of library specialties there is an article by Ralph Shaw about the function of information service and librarians.

McRae: Ralph Shaw makes a point that we fail to recognize. In describing the librarian's job the classifier looks at the written material and says this is a clerical job. Shaw said in a paper that we tend to shy away from the word "intellectual."

Slattery: Let's review the points we want to recommend to the preliminary meeting of the group leaders.

Mrs Crawford asked the group to think about a central register as opposed to the regional register. Some of the questions raised were: Would recruitment be slower from a central register? Would the central register do away with the local board? What would happen if there was a person

available in your area qualifying for the position you had. Would private industry hire that person before you could get to her through the register?

THE FOLLOWING POINTS WERE REVIEWED BY THE PANEL AND APPROVED AS RECOMMENDATIONS TO BE MADE:

(1) 1410 Series

(a) Will require masters in Library science rather than fifth year study to start at the GS-7 level with an option for the individual in the top third of the class to come in at the GS-9 level. (The preceding applies to graduates from an accredited library school recognized by AIA).

(b) Graduates from a regional or state accredited school with a minimum of 24 hours library science would enter as a library trainee GS-5 becoming eligible for promotion after a year of satisfactory service.

(2) All persons who would qualify on the basis of experience alone without professional library training (24 semester hours) must take the entrance screening test from which they would qualify according to experience.

(3) 1411 Series-Library Technician should be applied to those individuals who qualify by experience Grades GS-3 through 9 with an open end. The minimum educational requirement for GS-3 library technician to be high school education.

(4) Add under "Non Qualifying Experience" - Experience involving only administrative duties as part of the overall assignment.

(5) Persons in other professions (Law, Physical and Social Sciences) will retain their identity in their specific disciplines even though the assignment may be in a library, assigned to the staff of a library, so long as his activities are primarily in the basic discipline.

(6) Delete "Special (Alternate) Requirements for Technical Librarian (GS-5 only) in the X-118 Qualification Standards.

IV. MEETING OF PANEL LEADERS AND PROGRAM CHAIRMAN:

Cowgill: The thing we should decide on here is the final editing and transmitting of our report to George for sending on to the Civil Service Commission. Do we wish the panel members to receive the notes from Margaret's people?

All: I approve.

Slattery: I think George is going to have to do some work himself.

Cowgill: May I suggest, I am assuming that Margaret plans to issue a book of proceedings in toto, that a lot of what went on might not be beneficial for submission.

Hetrick: I think it might be better to edit them ourselves. I went over all the things, double-checked them, and found that the group agreed this is what they wanted to do.

Cowgill: Will it be useful for you also to see what the others have done? It might be possible to send each leader all panels' works.

All: I think it's a good idea.

Slattery: Let me ask one thing, will we get these from Margaret? Do you want them sent back to you?

Cowgill: Yes, I will serve as a channel to look over and send them on to George.

Hetrick: Shall we make any comments?

Cowgill: Yes. What you will probably want to do is complete drafts of what you receive.

DeWald: What you basically will be working with will be the afternoon's work. This other will actually back them up.

Slattery: At the same time he might want it as a point of reference for his work.

Cowgill: If you do this first, you can tell me or George.

Slattery: One point was brought up--at least it came up in passing--the advisability of getting some of this material through to our own agency people to make them conscious of what is going on.

Cowgill: I am not only going to send the official copy to the Commission, but will send copies to the individuals here and to the Navy and Air Force. We could send them to Headquarters too.

DeWald: When Margrett comes through with the final proceedings, see that our personnel people get a copy.

Slattery: What I had in mind was an official transmission to the personnel people.

Cowgill: I will send the agency personnel offices one. What is really left out of here is the Defense Department. We have representatives here, but we have not officially recognized them.

Deininger: You can take care of that by contacting me; and I will find out and be able to tell you.

Slattery: This is a different story. Actually you can say Holloway is Department of Defense. He is Defense Supply Agency.

Cowgill: Starting here, would you each like to spend five minutes discussing this?

DeWald: I will start.

Hetrick: Panel I. Mrs. Samuels visited our panel first, and asked for a definition of special libraries and special librarians. We thought with these two definitions in mind, this workshop could recommend that a separate series to support a special librarian be broken out of the existing 1410 series. We also recommend that series 1410 be developed up to and include Grade 15. The higher levels are not spelled out. The announcement says 15; the standards do not.

Deininger: You are going to want to start with a general introduction as to what we did and why we did it.

Hetrick: These are not the actual context of each of these. These are the suggestions we recommend for modification, and our suggestions will be related to the organization of the two documents. This is the first thing--our definition.

Deininger: Ours began with an introduction to the fact that librarianship in essence is developed into interdisciplines using all forms of communication media. The emphasis is placed on the fact that the difference between professional librarian and a technician is shown by the professional responsibilities in relation to the informational, educational and cultural matters.

Cowgill: We are integrating the two approaches to the same problem.

DeWald: Was your group recommending a different series?

Hetrick: Yes

DeWald: My group was opposed to it.

Hetrick: We don't know what the commission will do. This is only a recommendation.

DeWald: I was going to suggest to Logan, where there are these differences--what this panel had in mind in this particular respect, against what I had in mind, are at least different. All they would like to see in the job description is a description specific enough for an analyst to determine the specialist as against the general background. They want something put in there. I feel this is already there because languages, for example, are not clarified to this degree.

Hetrick: That is a qualification rather than a standard.

DeWald: The grade is different because you required it on that job. A lot of libraries are having trouble with their personnel offices for that reason.

Slattery: Do we need a separate series? The question came up about this question--Librarian-Physicist, Librarian-Medical, whatever you want.

Cowgill: Did you arrive at a definition?

Slattery: No. Our recommendation is that these people who are specialists retain their identity in their own field. The point is this--do these people want to be considered as librarians or keep their identity?

DeWald: They are afraid to have a scientist or mathematician as a scientist or mathematician do a library activity or function. They don't want them in there. They still feel it's a library profession.

Hetrick: A mathematician can help you to manage a library.

DeWald: You wonder why documentalists are coming in? It is the librarians' fault. What do you think they are going to do? When automation comes in you are going to have a documentalist do it.

Slattery: Persons in other professions, that is, law, etc., will retain their identity in their specific discipline even though

their assignment may be in the library or assigned to the staff of a library so long as their activities are primarily in their basic discipline. They are coming into the library as a subject specialist not as an administrator of a library.

DeWald: The majority of my panel is very hesitant about this. They feel once they get up in their subject areas, they want to get in there. It should all be supervised by a library individual. They accept this but they feel that later he will work himself up in this position. Otherwise, he will get out of there.

Hetrick: I think it is happening.

DeWald: With automation coming, if we could get these subject specialists under the librarian, even 13 and 14, we will run that operation. If we don't, it is going to be done by research specialists.

Hetrick: That is the reason we want the librarian specialist.

Widger: Our feeling on definition is more or less the way Cathie had it. They felt that the librarian technician is more desirable.

Hetrick: We recommend that a librarian technician be established (reading definition.) We gave as our reasons (reading reasons) and we recommended some qualifications with it.

Cowgill: Is that true of the other panels?

Slattery: In a new series, but not in the 1411 enlarged to technician.

Cowgill: There is no disagreement?

DeWald: I have a disagreement. My panel does not want a different series.

Cowgill: Whether the technician should be a separate series or expanded in the 1410?

DeWald: The point is this; you have been submitted the remarks of our panels. You can report this. My group does not want to come out of the 1410. They feel that they can get enough qualified librarians.

Slattery: Ours did not want a separate break-up. They felt we can get sufficient librarians with subject competence where it is necessary. It is our feeling that these specialists who come into the library retain their identity in their discipline. They are not professional librarians.

Cowgill: Do you recommend a special or included type of series?

Deininger: We went into the fact that you had to define a special librarian today. You had to cite all the librarians' tools, and that to accomplish this, we wanted our professional librarians--that we thought the functional specifications as broken down, the thing that was important was--that come under all librarians, is the basic responsibility as information consultants as pertains to informational and cultural aspects of the work in dealing with their specific clientele, comparable to education. This doesn't mean that if you were in a special library, it would make you different. To accomplish what we are aiming toward, to contribute toward this goal of librarianship, we felt we could do this better with the market as it is today. We would be advised to develop a library technician series in lieu of the library assistant series. People would come in from clerical series or come in directly. We felt that this could go as high as it was necessary, at least to an 11; that we had precedents for this; that in addition to the technicians, you use specialists for special jobs in the particular library.

Cowgill: We start with definitions. Will it be all right if I say we have resolved--

Slattery: One thing that we did mention in our panel--there was a need for a glossary but this should be developed by the library profession.

Cowgill: What do you want me to do?

Slattery: Why don't you start with the 1410 series.

DeWald: Our panels were designed to start off with qualifications. We discussed joining 1411 and 1410, then we went into job classification standards. I don't see just how we can give this to Logan in this sequence. Basically, all seem to agree with a few differences.

Hetrick: What we had said was that the librarian technician should be established to supersede (reading reasons for series).

DeWald: I would like to add this. My panel suggested a very similar thing. They used the term librarian technician series. They do not want the GS3 and 4 to be called library technicians. They want them to be called librarian assistant or aid. They would want GS-2 to be a disappearing thing and to have the GS-3 able to come into service with a high-school background and a test similar to clerk-typist. This might be difficult to use, two titles with a given series.

Cowgill: The qualification standard you want is 1411 series expanded and titles changed to library technician to include screening test for the entrance level at GS 3

Hetrick: We thought the typing test might be desirable. Some of the girls might be used to typing whereas a man might be used as a stack aid.

DeWald: I would like to see this open.

Slattery: We are pretty well agreed on this. I think we are conscious of this problem.

Cowgill: Anything else on 1411?

Hetrick: We said no specialized experience and that any 4-year college graduate should be started at GS-5 or 7 level.

Cowgill: Is there any serious objection?

Deininger: There would be no cross-over unless they met requirements of the librarian series.

Cowgill: On to the 1410 series.

DeWald: I got the feeling that they didn't want to see a separate series. They want to stick librarian as a series.

Deininger: These other series can be drawn on to supply our need but they do not need to be called librarians.

Hetrick: We wanted parallel series to librarians.

DeWald: This would weaken your professional, if you are going to insist on ~~the~~ people qualifying as a librarian and then in their specialty. I don't think you can find anyone with both backgrounds.

Slattery: We don't want both backgrounds. We want their subject background but we don't want them in as librarians.

Cowgill: There are those who believe that a separate special series should be broken out. Then there are those who believe the librarian is an integrated series but that it has its specialists within it.

DeWald: My group wanted to have a person with a master of science degree qualify as a GS-7 along with this the starting entrance of 1410 be made a GS-7 and eliminate the 5.

Cowgill: Did Mrs. Samuels indicate that there is a legislative barrier to this?

Slattery: We can do it. We have precedents for the 1410 entrance.

DeWald: They said this providing there is a professional series in existence that has already set the precedent. This is something they wanted me to look into.

Slattery: The GS-7 would move to GS-9 after one year, if satisfactory.

Deininger: I can't agree with you, because I know by law this is not possible. You can put it in as a suggestion. You cannot require positive education requirements at this level.

DeWald: They said that someone with a master's degree or the equivalent, if an individual has an equivalent to the master's in experience.

Deininger: Although they are not within our group, there is the school librarian. There should be a suitable standard of recognition for elementary and secondary school librarians as government librarians.

Slattery: Those were graduates of accredited library schools, moving from GS-7 to 9. Those who come from a regional or state accredited college with a minimum of 24 hours of library science.

Deininger: We wanted a career trainee program, formerly spelled out and provided for in the librarian series, under a contractual arrangement. You put him to work and you give him a librarian GS-5. He is employed contingent on whether or not he goes to school. It can be done.

Cowgill: Anything further in qualification.

Deininger: Yes. The breakdown by functions in their analysis of position standards--they may prefer to break them down by type of library but it is immaterial if they recognize the responsibility of the librarian, regardless of the clientele which they serve.

Hetrick: We recommend that they run up to 15 to be comparable to the announcement.

Cowgill: That is all on the qualifications?

DeWald: I have only about 3 items which are not qualifications on with one.

Cowgill: For the position classification standards let's start with 1411. Any basic statements?

DeWald: Position classification is 1411, our group did not discuss that particular thing.

Cowgill: Could we say in general everyone is agreed that GS-1411 definitely needs rewriting?

All: Agreed

V. THE FINAL SESSION OF THE WHOLE WORKSHOP:

Opened at 1400 hours, 28 September 1962.

Cowgill: We have a lot of things to cover in a short time and I know it's necessary that we leave here promptly at four o'clock, so if I reverse what might be the logical arrangement of order of business, we can get to what is, in my opinion, and I am sure yours, the necessary routine business first, and then to the purpose of the workshop, later.

First and absolutely necessary I think in terms of our responsibilities towards our host and our hostess is to remember to tell the proper people how much we have enjoyed our stay here. I'm sure we should also recognize the special efforts of our panel leaders, and I perhaps did not make clear during the first meeting that also some of our panel leaders doubled in brass on our program advisory committee, so that they actually were doing two jobs; such people as Mrs. Hetrick and Mr. DeWald were advisors in the development of the program as well as serving as panel leaders. Miss Bonniwell, Mr. Burnette, Mr. Cook, and Mr. Holloway served as advisors and gave valuable advice and support.

In order to meet our responsibilities so far as time, I would like to make the next order of business our choice and selection of our next year's workshop operation. I have been informally approached in regards to a possible host, and I would like at this time to have Miss Liebermann make a formal proposal to the group concerning her office in this regard, Miss Liebermann.

Liebermann: The Commander of the Naval Ordnance Laboratory has extended an invitation to the Military Librarian's Workshop to hold their next meeting there. They are located at White Oak, Silver Spring, Maryland.

Cowgill: Is there a motion from the floor in that respect.

A motion was so made, seconded and carried that the next workshop be held at the Naval Ordnance Laboratory, Silver Spring, Maryland.

Cowgill: Is there any further proposal in this regard?

A question from the floor: What time of year?

Cowgill: I'll get to that in a minute, and then if there is no further comment, our next host for the Workshop will be the Naval Ordnance Laboratory, in White Oak, Silver Spring, Maryland. And now can I ask Miss Liebermann for a proposal, or have a motion from the floor for a proposal for assistance to help her in this regard, that is, the program chairman?

Liebermann: I would like to suggest Dwight Lyman of the Underwater Sound Laboratory.

Cowgill: Is there a motion in that respect?

A motion was made from the floor, seconded, and carried.

Cowgill: Then we have our host and the program chairman. Now I will ask the host at this point, is there a desire to discuss the date at this time?

Liebermann: Yes, we would like to have as firm a date as we can as there are always a lot of meetings and conferences held.

Cowgill: Is there any special negative problem to bring before the group before we discuss the date. Is there a certain time which would be absolutely impossible? It's just a question of knowing this far ahead of time. I would appreciate a discussion from the floor.

Holloway: I'd like to suggest that the host be allowed to come up with a proposal for the exact date, subject matter to be presented to the Military Library Division in the next four months, but let her give us the complete details of her proposal as to when, where, and how.

Cowgill: Do you mean that such proposal should be placed with Mr. Lockett, is that correct?

Holloway: Yes.

Cowgill: No adverse comment? All right I understand it's the group opinion that we will come together, that Miss Liebermann will propose a specific date to Mr. Lockett, the Chairman of the Division. Miss Liebermann, are there any further comments you want to make?

Liebermann: Not at this time.

Cowgill: I'd like to say for Miss Liebermann's and Mr. Lyman's information, I have a file here that I'll be glad to send to you. It may not be as helpful as it should be, but you can be guided by it, if you wish. Are there any further announcements anyone would like to make, specifically with regard to the Workshop activities? If not, I would like to make a personal announcement. We lost the presence of one of our Air Force members through the death of his mother. Mr. Nesbitt left this morning. I am sure if you did not know, you feel very badly to hear this and that he has your sympathy.

Harry, do you have anything to say on transportation?

Cook: We are all squared away; we have to be over there at seven-thirty for eight o'clock take off.

Cowgill: Over to Base Operations?

Cook: Base Operations.

Cowgill: The next order of business is the general discussion and assembly of the recommendations of the individual panels.

Zenich: Are you going to have a coffee break? You've already paid for the coffee break, you know, and it should be now.

SHORT BREAK

Cowgill: I thought I'd first approach this from the point of view of format. We discussed it with the panel leaders and I am putting this forward as a positive proposal, and I'm hopeful that it will go forward, of course, but the discussion must be short because of our limited length of time.

First, I am proposing that these recommendations as accepted be stated in a general sort of way, so that some details and differences of opinion which do not appear here will appear in the recommendations. For editing, we propose that the recommendations of each panel, which have been assembled in condensed form by the panel leaders, the individual proceedings which the staff of Margrett's library were kind enough to take down, will be furnished to the panel leaders, who will be responsible for editing them. This editing job will then be sent to me for a brief introduction and perhaps some other collateral remarks. Then it will be prepared in the form of a final copy which will go first to Mr. Lockett as Chairman of the Division for the formal transmittal to the Civil Service Commission. You, as panel members, will receive copies, but this, of course, will not be the official copy. Is there any discussion concerning this procedure? Also the individual copies will go to the personnel representatives who attended this conference, and to the personnel office in the Defense Department, Army, Navy, and Air Force. Now for the general statement concerning the recommendations. I will divide that into the program sequence and begin by discussing the qualification facets, first the GS-1411 series. It was the general consensus in all the panels that something would have to be done about this series, that a rewrite was necessary; and that this rewrite in general should take the form of grade expansion of the job series, with more definitive qualifications; that a new name--library technician--should be recommended for this series; and that

this series should include a screening test for an entrance level at a GS-3, with possible opportunity for a GS-5 college entrance level. Do any one of the panel leaders wish to comment on that general recommendation in terms of their individual panel?

Hetrick: Our panel did not conceive of this as possibly drawing top entrance people, but that it might well be business trained or high school graduates who could be trained on the job. There is a possibility we could draw college trained people but this is not likely.

Cowgill: The flexibility would not be objectionable in this respect?

Hetrick: No.

Cowgill: Moving quickly on to the 1410. This is where a fundamental difference of opinion occurred between the panels so that it is impossible for me at this time to make a general one-shot recommendation. The fundamental difference is this: As to whether there should be established a further separate series in recognition of certain technical specialties, a series which would not be within the library 1410 series, or whether the further recognition for technical specialization should be incorporated within the library series. I think there was general recognition by everyone that the present series is adequate with respect to recognition of the existence of technical and subject specialists, but there should be a better definition of a special or technical librarian, and that the introduction to this series should include an up-to-date definition of librarianship, inclusive of all types of librarianship. There were certain individual recommendations in 1410 qualification series concerning entrance level, and the journeyman level of a master of science and library science, that is without experience, be established at the GS-9 level providing that there was precedent within other professional series, which of course would make the GS-7 level the trainee or entrance level.

Now I understand there are possible barriers to the accomplishment of this, and this is the reason why this statement was made with the proviso that this has already been accomplished in other series. There is also a general concluded recommendation that suitable recognition be given within the standards to the need for government school librarians. Also that there should be a formal recommendation for a trainee career program, and that this career program should be formally described in the library series, such a program should include a contractual agreement with the individual at the time of his employment.

Severance: Question. Does "school" in this sense mean military colleges rather than secondary schools supported by the Federal Government?

Cowgill: I think it includes both, Mr. Severance.

Now moving on to job classification standards. In 1411, it's obvious that the job classification standards in this series need some rewriting, and this includes the matter of a fundamental definition of what a GS-1411 is, whether or not the series is to be given a new name. In 1410, there is as a corollary to our previous discussion of qualification standards, a necessary reexamination of the library field and what a librarian is, with more specific examples within the content of the standards which will enable the standards to be more informative guides to the analyst and to improve recognition of the individual differences between jobs and job levels. There are the general recommendations that we will make. Are there any individual comments from the panel leaders? Are there any individual comments from personnel? Mr. Schaefer, as a representative would you like to state in a general sort of way if this type of recommendation is meaningful to you?

Schaefer: Yes, it is, particularly if you will back it up with some of your problems that have precipitated these recommendations; I think as they reach the Commission they will reach a sympathetic ear.

Cowgill: In terms of the format then, you want more specifics, yes I can see your point for a clear statement of the problem. In other words, what we believe to be the problem, what we propose as a solution, and the reason why we feel this?

Schaefer: Very definitely.

Severance: In this respect Mr. Schaefer, do you think that the original proposal we have adopted for submitting these recommendations to the professional association and then to the commission is the proper channel and would be stronger, than if we tried to go through the military channels and not through the professional association?

Schaefer: I can't comment really because I haven't made up my mind on whether one method would be more effective than the other. I think both are acceptable. I think eventually, however, the Commission would perhaps recognize the need more if the agencies were behind the recommendations, but I don't think this is essential.

DeWald: I would suggest, Bob, that since there would be three services basically in the defense level area, that you have one of two choices; if you submit it directly to the Commission, you should send a copy to the appropriate representation of the three services in the defense, or pass the same copy through each of the services to the Commission. This might give the support he's talking about; otherwise the Commission, naturally, would turn around and come back to the departmental personnel who might not be aware of what circumstances are, so I think this is a definite tie-in. We've got to decide whenever the Military Division of SLA submits this [they are the one to do it] as to which direction to go.

Cowgill: Well each personnel representative will have it, but perhaps it should be proposed that the personnel headquarters will have a copy also.

Schaefer: In the final analysis the Department of Defense in the separate branches, have supported this conference; has funded for it and have paid you people your allowances to be here and you owe it to them to turn in your product to them, so I would certainly recommend that you at least give them a copy right away.

DeWald: What you could run into by going through the service channels is that one service accepts and passing it on, in their own way, and another possibly not agreeing. I'm wondering if maybe we could go direct to the Commission with copies to each of the services.

Cowgill: Well I think I have understood what Mr. Lockett desires in one respect, and I think Mr. DeWald is right, and I agree with him that the official proposal should come from one person. The information and copies will be made available to all other sources of interest. Do you have any further comment Mr. Severance?

Severance: Indicated a negative reply.

Cowgill: Are there any other individual comments from the floor? Mr. MacRae?

MacRae: I would like to make one comment to the effect that if you are intending to keep these sessions international with respect to some of us coming from Canada and also you have people from non-defense agencies in the United States here, that you would be far better to go through the professional channel entirely. As Mr. McFarland said, this is not--what would you say-- it is not a session of the Department of the Defense meeting here, this is a professional gathering.

Cowgill: I didn't mean to exclude you in copies, Mr. MacRae.

MacRae: Forgive me, but if you are going to bring people in from other countries, the communication from the group, international group, would best be through the professional association to which we belong.

Cowgill: Are you implying also that your personnel office would---?

MacRae: I don't think this really.

Cowgill: We could not make any recommendations through your area.

MacRae: No, I am thinking of SLA. Recommendations to your interest would certainly be of interest to ours in comment anyway, maybe not in detail.

DeWald: That would be all right.

Cowgill: All right.

Unidentified speaker: Our recommendations as to the 1410-1411 are they not going to affect the Department of Defense and the Department of Commerce. Certainly they will.

Cowgill: What we are doing, what we can only claim, are for the military and it will have an effect surely, but we could get in the position of staffing this thru innumerable other sources.

DeWald: Wouldn't this be a Commission responsibility?

Cowgill: Yes, the Commission, I'm sure, will see that the others are properly considered, and of course the Commission may feel, even lean over backwards in this respect, because they've had an opportunity to meet a group of military librarians, and the military librarians are a little more articulate and a little more aggressive than some of the others, so we took this risk.

Hetrick: It seems to me that although we are speaking for the military librarians, we are speaking as government librarians first, and military librarians second, are we not?

Cowgill: I agree with you from the practical point of view, but as Mr. Schaefer said here, our product is owing to the Defense Department, and this is our first allegiance. Professionally we are librarians and we are military librarians, but our command source, the military one, implies some the precedence, from the point of view of this group.

Unidentified Speaker: In other words, you are not sending recommendations to the Department of Interior librarian although they may be influenced by these recommendations?

Cowgill: Margrett, how are we on the coffee?

Zenich: They are about ready to bring it in.

Cowgill: I will just take a moment or two more here and then we can have a coffee break. I think we have covered the major points here in a general sort of way, and I hope that one would not feel that there's anything frozen in my statements here, as there will be alterations and that the panel leaders will expand and provide the details as necessary for any sort of recommendations. Is there any further discussion on this point? If not, I think we are actually going to get through the meeting here very quickly.

DeWald: In fairness to my panel, I don't know about the other panel leaders, I have four other items which had really nothing to do with qualifications and job standards that we had ideas on. I don't know how they feel about me presenting them here. I will have them appear in the final report.

Cowgill: Well.

DeWald: I may say the reason Logan doesn't have them, is that we didn't have enough time to furnish all this to him, in that one-hour meeting.

Cowgill: I don't think it would be inappropriate here for you to make a statement, although I think we probably should not get involved, this will come out in detail, but if you would like to make a statement, Mr. DeWald, would you like to do that now?

DeWald: I didn't want to gyp my panel. We had four items which didn't fall under the two main subject categories and they were these: We felt that a committee under the sponsorship of The Military Division of SLA, study and propose, if necessary the following items: 1. The feasibility of a central list of vacancies and the total existing positions in all defense libraries to be issued in a quarterly bulletin. 2. Study and recommend a national register, if appropriate, of available personnel to be issued from a central point rather than regional. 3. Study the possibility of justifying the 1410 series as a critical and short supply area, and in order to allow the top of the grade salary. This is, I understand, somewhat difficult but we want to inject it. and 4. The possibility of various librarians annually to visit library schools as Civil Service Representatives for the purpose of briefing and explaining the Federal Library Program, the idea being here of possibly attracting more towards the Federal

Program. These are all I had. Are there questions about any of them? Thank you.

Cowgill: Would any of the other panel leaders like to make a brief statement concerning any additional recommendations or statement of their panel?

Slattery: Several of the things that Logan mentioned were covered in our panel with minor changes which I shall not go into here. One point that the panel discussed was inclusion in the nonqualifying phases of the announcement that experience or position assignment as a library officer while in other assignment duties be rated as nonqualifying, in other words that assignment as a library officer in addition to other assigned duties be included in the nonqualifying area. A second point was that the subject specialist in many areas retain their identify in their own particular discipline, even though they are assigned to a library staff and are performing work in their own subject compass, but they are not librarians; they are subject specialists. Thank you.

Cowgill: Mr. Cook?

Cook: I just thought I'd mention one other matter that we discussed and it was that the people entering the library series with experience only as a qualification must take the educational equivalency test at all levels, whereas now it's only taken at the five and seven level. If they come in with sufficient experience to entitle them to a nine or above they don't have to take the educational equivalency test. A number of us felt that this should be a requirement--further screening or further gauge by which people have in the past, before they could be considered within the 1410 series, been required to pass.

Cowgill: Perhaps some of the others would like to have a further definition of the educational equivalency test. Do you mean the one that is now established?

Cook: Yes, in the announcement 277, it says there will be a screening test for the people who are submitting experience only to determine whether they are eligible to be considered as a five or a seven, and it stops then above the seven level. There is no educational equivalency test, it goes back to the evaluation method which was previously used on the five and seven level so that our recommendation was that everyone trying to enter the 1410 series at whatever level would have to take the educational equivalency test when they are entering with experience only and no education.

Croxton: Do you mean no education in library school?

Cook: Yes, that's right, the professional library education requirement now is 24 semester hours at the GS-5 level or graduation from an accredited library school and a master's degree at the seven level.

Croxton: I might toss this out, that this requirement would mean that some of the top people would have to pass the equivalency test, is that right? Particularly if they don't happen to be in the library series right now.

Cook: Well if they are not in the library series this doesn't apply.

Croxton: The point I'm making is this. Suppose your job is already established as a librarian job, you are director of your group, but you have a chance to take such a person. Are you going to turn him down because he hasn't had library work formally? If you are going to ask him to take an exam, he might say he's not interested; I'm afraid you might have a roadblock here, especially in an area where it's hard to get your more responsible people. I'm trying to vote against it; I'm trying to talk about a negative that could be pretty important.

Cowgill: I think you can see there are some fundamental issues here which we have raised; fundamental issues which will have to be resolved, and will have to be edited into our recommendations. So I am hoping that you will be somewhat understanding and will not be expecting recommendations to meet you at your office Monday morning, but the opposite phase of that is that we are not going to put them off; we are going to have them to you as soon as possible under the circumstances.

Deininger: May I ask for clarification? If we have not mentioned specific recommendations which are in the individual reports, you will draw those out and perhaps include them in your final report. It does not mean, because you haven't mentioned them here, that they will not show up later.

Cowgill: That is right, yes. I indicated that my statement here is a general statement, due to time limitation and because I'm sure individuals here would like to get away as soon as possible and would not want to get in a detailed session.

Is there any further discussion?

While Margrett Zenich is here, now let's do something about it.

A standing applause was given in appreciation of her hospitality.

Zenich: I'm sorry but I don't have a thing to say except that I'm sorry that now the business is over, we couldn't sort of let our hair down and get together for another 24 hours and have fun; it's fun to enjoy yourself but when you have so many things on your mind it's difficult to relax a little bit. If I looked a little dumb at some of you and nodded my head, I hope I went ahead and did what you asked me to do. I am so glad to have had you all; I'm grateful that you took the trouble to come.

Cowgill: Thanks again, Margrett. With this I will close except for this statement--I'm sure everyone here knows Mr. Lockett, and knows how to get in touch with him. He is Professor George R. Lockett, and he is Director of Libraries, Naval Post Graduate School, in Monterey, California, and myself, name, Logan Cowgill, Office Chief of Engineers, Washington 25, D. C.

Holloway: Logan, we've paid tribute to everybody today except you, and I think this is a good time to give you a hand of applause for the wonderful job you've done.

A standing hand of applause was given Mr. Cowgill.

Cowgill: I've certainly enjoyed being here and my job was a lot easier than some of you are trying to make it. With that, I think we can retire to our coffee, and the Sixth Military Librarians' Workshop is formally adjourned.

The Workshop adjourned at 1505 hours, 28 September 1962.

VI. CONCLUSIONS:

The conclusions to follow are not presented in the order which they were developed or discussed; but rather in an order in which the least controversial, from the participants' viewpoint, will precede the most. In addition, the first or least controversial conclusions are stated somewhat more briefly; and since, of course, no votes were taken on specific points of issue as such, no attempt is made, or could be made to quantify or weigh opposing points of view in the more controversial conclusions.

As further background, particularly for the reader of these Conclusions, who is not acquainted with the membership of the Military Librarians Division, this Division, and hence the Workshop, includes librarians employed in widely diverse capacities whose common tie is employment by an agency of the Department of Defense, or one of its contractors. Thus the membership includes those whose individual positions require a high degree of subject knowledge training and/or experience, as well as those whose positions are more nearly akin to be found in public and academic libraries. Such diversity of past experience and present responsibilities cannot help but be reflected in these Conclusions, as well as the discussions reported in the Proceedings. The editor only hopes to reflect fairly the existence of this diversity and its sometimes opposing interests; he cannot resolve such differences, nor can the Civil Service Commission, through its standards, impose an order or agreement which does not in fact exist among librarians themselves. More on this point later in one of the Conclusions.

Finally, these Conclusions, if they are to improve effectively personnel management within military libraries, must be implemented, not only by such changes in the standards as may occur as the result of these or other recommendations; but also by day-to-day actions of individual librarians in recruitment and job assignment.

The Conclusions of the VIth Military Librarians' Workshop concerning C.S.C. qualification and position classification standards and personnel procedures in military libraries were as follows:

A. The GS-1411, Library Assistant series, qualification and position-classification standards, as now established, is inadequate. The absence of grade level evaluation bases are particularly noted. The explanatory statement implies situations found only in large, general type libraries where there are requirements for a number of

more routine positions to work under the immediate supervision of a professional. Such positions still exist, but to an increasingly less degree, especially in the federal government, where the impact of expanding programs of technological research has led to the development of many small, but highly specialized library facilities. Such libraries have an urgent requirement for non-professional personnel capable of exercising considerable responsibility in day-to-day operations and with a measurable degree of subject experience or training.

B. Case studies discussed and individual experiences described showed that important areas of responsibility, especially in the management of technical information, have been omitted in the GS-1410, Librarian series, position-classification standards, so that local definitions or interpretations may prevent equitable grade level evaluation.

C. Present GS-1410, Librarian series, position-classification standards do not provide recognition for librarians employed in government elementary and secondary school programs for military dependents.

D. The wide dispersion of librarian positions in the Department of Defense has the result that the average local position classifier and evaluator has little experience in this series; so that any revision of the standards themselves notwithstanding, there will be continuing problems of inconsistency in local interpretation and application of the standards. In legal terms local personnel offices have little opportunity to build up a background of case law to support more consistent interpretation of the statute law, in this case, the standards themselves.

E. The absence of basic courses in science and engineering, documentation, mechanized storage and retrieval of information, in the curricula of most library schools, as well as the limited number of library school graduates of any type, creates an urgent necessity for a practicable alternative to mandatory library degree requirements if the viability of the GS-1410, librarian series qualification standards and recruitment needs are to be maintained.

F. The rapid advances in technical information and library management, and the development within the Department of Defense, as well as other federal agencies with large research programs, of separate technical information programs and channels of command, are beyond the capacity of the present GS-1410 librarian series position-classification standards to cover as a homogeneous series without the

addition of further functional and subject speciality options. Since this conclusion was the subject of considerable controversy, it is obvious that this type of an internal disagreement among librarians themselves cannot be resolved by the Civil Service Commission, its standards, or by a professional society. However, it is recognized that individual librarians, and the profession as a whole, will suffer restricted development, and even difficulty in maintenance of the status quo, unless there is some resolution of this problem, either by a compromise in regard to the parameters of librarianship, or a formal recognition that professional partition is necessary.

E. Standpatters felt that with some minor revisions both qualification and position-classification standards could be made to meet the brave new world. Compromisers felt that additional options for better recognition of new functional and/or subject fields are required. Purists (or radicals) would be satisfied with nothing less than the establishment of an entirely new and separate qualification and position-classification series.

VII . RECOMMENDATIONS:

Based upon the conclusions reached in Part VI of these Proceedings, the Vth Military Librarians hereby resolves that the following recommendations be transmitted to the Civil Service Commission, by the Chairman of the Military Librarians Division, SLA, with courtesy copies to the Headquarters personnel offices of the Department of Defense, Army, Navy, and Air Force, the personnel specialists who attended the Workshop, and the participant from the Canadian Department of National Defense:

A. That both the qualification and position-classification standards for the GS-1411, Library Assistant series be revised to include these changes:

1. The name of the series to be called: Library Technician, as more properly descriptive of the duties and responsibilities in the series.

2. The grade scale to be expanded as the basis for a practicable career development program in this series by including in the qualifications standards:

a. A screening test for the entrance level of GS-3.

b. College training options, particularly in allied subjects, for the entrance level of GS-5.

c. College training and/or substitutable specialized experience requirements for higher grade levels up to at least a grade GS-11.

3. Redefinition of the series which will provide recognition of specific areas of responsibility and duties which can be equitably distinguished from the GS-1410 series at all appropriate grade levels.

4. Separate grade level descriptions for equitable recognition of increasing functional or subject responsibilities, as well as supervisory responsibilities.

B. That the GS-1410, Librarian position-classification series to be revised to include:

1. Expanded functional statements for acquisition, cataloging, and reference which will recognize the special and different skills now being required to handle

recorded information in other than the conventional library formats, such as technical reports, computer cards, tape, microcopy, maps, charts, audio, etc.

2. Expanded explanatory statement paragraph to eliminate untrue implication that the Library of Congress is the only government agency having "highly specialized professional librarian positions." Examples of specific other agencies having such positions could be cited.

3. Expanded explanatory statement to add a type example to cover libraries in the elementary and secondary school programs for military dependents.

C. That the Civil Service Commission prepare and distribute an evaluation guide similar to the Manual for Evaluation Standards issued by the Department of the Army for certain selected job series, and the CSC Guide for the Evaluation of Positions in Basic and Applied Research, (June 1960); which will cover the GS-1410 and 1411 series so as to provide detailed or example guidance to local personnel office in the interpretation of this series.

D. That the educational equivalency test developed for entrance at grades 5 and 7 be expanded to cover entrance at grades 9 through 15 with both functional and subject speciality options.

E. That the GS-1410 qualification standards include a provision for formal recognition of an approved career trainee program established under individual contractual arrangement at the time of initial hire whereby the employing agency may upgrade employees subsequently qualified by off-the-job education in the pertinent areas.

VIII.

SPECIAL LIBRARIES ASSOCIATION

Military Librarians Division

1 July 1963

Mrs. Jane B. Samuels
Division of Programs and Standards
U. S. Civil Service Commission
Washington 25, D.C.

Dear Mrs. Samuels:

In accordance with your recommendation, I am enclosing herewith the Conclusions and Recommendations of the Vth Military Librarians' Workshop, held at the U.S. Army White Sands Missile Range, New Mexico, 26-28 September 1962.

As you remember, the Military Librarians' Workshop is an annual event sponsored by the Military Librarians Division of the Special Libraries Association and hosted by a military installation of one of the three services of the Department of Defense. The theme and purpose of this particular Workshop was: personnel standards and practices which affect military librarianship. Participants, from every kind of military library or information center, large or small, met in five discussion panels of ten members each, and in sessions totaling nine hours, to discuss the effects of the Civil Service qualification and position-classification standards upon their operations. You and personnel specialists from the military services rotated among the panels during their sessions so as to be available for advisory comment.

Therefore these Conclusions and Recommendations represent the distilled results of deliberations, and do thereby, with the qualifications noted, represent the collective recommendation of the military segment of professional librarianship in the Federal Government.

Sincerely yours,

Logan O. Cowgill
Chairman
Military Libraries Division
Special Libraries Association